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Richmond College Bulletin

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Vol. XVIII

APRIL, 1916

No. 4

CATALOGUE
of
Westhampton College

A College for Women Co-ordinate with
Richmond College for Men

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CATALOGUE

of

Westhampton College

RICHMOND, VA.

With Announcements for the
Session, 1916-17



1916

WHITTET & SHEPPERSON, PRINTERS
RICHMOND, VIRGINIA

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CALENDAR

1916—THURSDAY, SEPTEMBER 14.—Opening of the Session.

THURSDAY, DECEMBER 21, 6:00 P. M.—Close of Fall Term.

1917—TUESDAY, JANUARY 3, 9:00 A. M.—Beginning of Winter Term.

FRIDAY, MARCH, 23, 12:00 A. M.—Close of Winter Term.

TUESDAY, MARCH 27, 9:00 A. M.—Beginning of Spring Term.

SUNDAY, JUNE 3.—Commencement Sermon.

MONDAY, JUNE 4.—Exercises of Graduating Class.

TUESDAY, JUNE 5.—Annual Meeting of Trustees.

WEDNESDAY, JUNE 6.—Commencement Day.



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INTRODUCTORY STATEMENT

WESTHAMPTON COLLEGE, whose first session began September 17, 1914, had its origin in the desire of Virginia Baptists to provide for their daughters educational advantages of the best modern type and standard. Richmond College, founded as the Virginia Baptist Seminary in 1832, had already in 1898 admitted women to its advanced classes and to degree privileges. When in 1906 plans were forming for the proposed college for women, it was agreed between Richmond College and the Virginia Baptist Education Commission that Richmond College should establish and maintain a new college for women of equal grade with the college for men. In order to carry these plans into effect, a campaign for \$500,000 was inaugurated and after several years of united effort the full sum was collected. In the meantime the Richmond College corporation had decided not only to build a new college for women, but also to rebuild the old college for men at a new site.

The buildings of Westhampton College were completed in January, 1914, and occupy the highest part of a tract of land embracing 130 acres. Separated from this campus by a lake of about nine acres in extent are the spacious grounds of the college for men. The situation is in the western suburbs of Richmond, easily accessible by street cars.

Westhampton College is owned and controlled by the Richmond College Corporation, and enjoys all the general advantages afforded by co-ordination with an old and well established college of standard grade. At the same time the college for women has its own separate campus, its own buildings, and its independent institutional life. The internal administration of Westhampton College is immediately in charge of a woman dean, and both men and women teach in the faculty.

The grounds, buildings, and equipment of Westhampton College are valued at \$400,000, and the college shares largely in the benefit of the million dollar endowment held by the Richmond College Corporation. The buildings, of Gothic architecture, are most substantially constructed. The frame-work is steel set in concrete. All floors are of reinforced concrete, and partitions are of brick or hollow tile. The stairways are of steel with slate treads, the window frames of concrete stone and the sash of bronze. The equipment throughout is entirely modern. Safety, health and comfort of students have everywhere been considered.

CHARTER *of* RICHMOND COLLEGE

(AS AMENDED MARCH 3, 1914)

Be it Resolved:

1. That there be, and is hereby established at, or near the City of Richmond, an institution of learning for the instruction of youth in the various branches of science, literature, philosophy, law, and the liberal and useful arts, which shall consist of two co-ordinate colleges, one for the education of men, to be known by the name of Richmond College, and the other for the education of women, to be known by the name of Westhampton College.

2. That A. R. Courtney, C. H. Ryland, H. Wythe Davis, C. T. Watkins, J. A. C. Chandler, J. Hunt Hargrave, R. H. Pitt, H. L. Schmelz, H. W. Straley, Geo. B. West, John R. Bagby, J. J. Montague, J. M. Pilcher, C. R. Sands, George Swann, George W. Beale, J. Taylor Ellyson, John T. Griffin, T. C. Williams, Jr., B. T. Gunter, W. C. James, Armistead R. Long, A. J. Montague, R. C. Williams, W. W. Baker, J. L. Camp, Livius Lankford, A. W. Patterson, George Braxton Taylor, William L. Ball, S. C. Mitchell, T. B. McAdams, G. W. McDaniel, C. E. Nicol, W. R. Barksdale, T. S. Dunaway, I. B. Lake, C. V. Meredith, and George B. Steel, the trustees of said institution now in office, are to continue therein until their respective terms of office expire, and they and their successors are, and shall be a body corporate under the name and style of Richmond College, who shall have perpetual succession and a common seal; may sue or be sued, implead, or be impleaded; may receive and hold property for the benefit of said institution, in said name receiving and holding all rights, claims, privileges, and appurtenances formerly belonging, or in anywise pertaining to "the Trustees of Richmond College;" and any gift, grant, devise, bequest or donation of

property to said Westhampton College shall be effective to vest the title to said property in said body corporate, to be held for the benefit of said College. And the said trustees may receive donations, bequests and devises, or, in their discretion, purchase and hold property, real and personal, in any county or corporation of this Commonwealth, and use and control the same for educational purposes in the founding and maintaining of schools or academies, under such rules and regulations as the said trustees may prescribe.

The said trustees shall have power to appoint and remove officers for their own body, and administrative officers and a faculty, or faculties of instruction for said Colleges, and to regulate all fees and salaries. They shall also have power to make by-laws and regulations not contrary to the laws of the land. Any seven trustees shall form a quorum, and a less number may adjourn from time to time until a quorum be had.

3. The said trustees, or any seven of them, are hereby authorized and empowered to confer honors and degrees upon such persons as in their opinion shall merit the same, in as ample a manner as any other college in this State, and under the corporate seal, to grant testimonials thereof.

4. The said trustees shall elect a treasurer, who shall give bond with approved security, payable to said corporation, and conditioned on the faithful discharge of the duties of his office, upon default in which he may be proceeded against in the appropriate court by motion upon ten days' notice, or otherwise as the law may provide.

5. The number of trustees shall never be less than twenty-four, nor more than forty, and they shall hold office for a term of eight years, one-eighth in number, as nearly as practicable, being elected annually, as at present; but elections to fill a vacancy shall be for the unexpired term, and all elections shall be made by the Board of Trustees from a list of persons nominated to it by the Baptist General Association of Virginia, through its Education Board.

Any trustee may be removed, and the vacancy thereby created filled for the unexpired term by the Board of Trustees at any annual or stated meeting, not less than ten of the trustees being present and concurring in such action.

There shall be annual and other stated meetings of the trustees at such time and place as their by-laws shall prescribe, and there may be special meetings at the call of their presiding officer, or any three trustees, due notice of all such meetings being given.

6. The said trustees are hereby authorized and required to admit to instruction in all the classes of the College for men, free of all charges except board, and in all respects upon terms of equality with other students, all ministers and preachers and candidates for the ministry belonging to the denomination of Christians called the Regular Baptists, who may be recommended by the Education Board of the Baptist General Association, in which Board are vested all the rights, properties, privileges, powers, duties and obligations of the Virginia Baptist Education Society; and the said trustees may also admit gratuitously such other students as they may think proper.

BOARD OF TRUSTEES

LIEUTENANT-GOVERNOR J. TAYLOR ELLYSON

PRESIDENT

A. W. PATTERSON, ESQ.

VICE-PRESIDENT

CLASS ONE

Term expires June, 1916

J. J. MONTAGUE.....Richmond
J. M. PILCHER, D. D....Petersburg
C. R. SANDS.....Richmond
PROF. GEO. SWANN.....Trenholm
D. H. PITTS.....Scottsville

CLASS TWO

Term expires June, 1917

GEO W. BEALE, D. D.....Hague
JAMES D. CRUMP.....Richmond
J. TAYLOR ELLYSONRichmond
JNO. T. GRIFFINPortsmouth
T. C. WILLIAMS, JR.....Richmond

CLASS THREE

Term expires June, 1918

A. J. MONTAGUE, LL. D..Richmond
R. C. WILLIAMS.....Richmond
B. T. GUNTER.....Accomac
W. C. JAMES, D. D.....Richmond
A R. LONGLynchburg

CLASS FOUR

Term expires June, 1919

J. L. CAMP.....Franklin
LIVIOUS LANKFORD, M. D...Norfolk
A. W. PATTERSON.....Richmond
GEO. B. TAYLOR, D. D.....Hollins

CLASS FIVE

Term expires June, 1920

REV. WM. L. BALL.....Richmond
T. B. McADAMS.....Richmond
C. E. NICOLAlexandria
L. T. WILSON, D. D.....Richmond

CLASS SIX

Term expires June, 1921

JUDGE W. R. BARKSDALE,..Houston
I. B. LAKE, D. D.....Upperville
C. V. MEREDITH.....Richmond
GEO. B. STEEL, D. D. S..Richmond

CLASS SEVEN

Term expires June 1922

J. A. C. CHANDLER, Ph. D., Rich'd
C. T. WATKINS.....Richmond
R. S. BARBOUR.....South Boston
T. C. SKINNER, D. D....Richmond

CLASS EIGHT

Term expires June, 1923

J. HUNT HARGRAVE.....Chatham
R. H. PITT, D. D., LL. D., Richmond
H. W. STRALEY, Princeton, W. Va.
GEO. B. WEST.....Newport News
W. J. PARRISH.....Richmond

TRUSTEES' COMMITTEES

INSTRUCTION.—J. M. Pilcher, W. L. Ball, A. J. Montague, W. C. James, A. R. Long, G. B. Taylor, J. A. C. Chandler, L. T. Wilson.

LAW SCHOOL.—A. W. Patterson, T. C. Williams, Jr., C. V. Meredith, B. T. Gunter, W. R. Barksdale, D. H. Pitts.

LIBRARY.—J. D. Crump, A. J. Montague, George B. Steel, Professors Metcalf and Anderson.

FINANCE.—T. C. Williams, Jr., A. W. Patterson, T. B. McAdams, J. L. Camp, R. C. Williams, J. D. Crump.

GROUND AND BUILDINGS.—J. J. Montague, C. T. Watkins, Conway R. Sands, W. L. Ball, R. C. Williams, W. J. Parrish.

AID FUNDS (Scholarships and Donations).—R. H. Pitt, R. S. Barbour, J. H. Hargrave, A. R. Long, G. W. Beale.

ENDOWMENT.—G. B. West, J. T. Griffin, T. C. Williams, Jr., H. W. Straley, R. H. Pitt, R. S. Barbour.

ACADEMIES.—W. R. Barksdale, C. E. Nicol, George Swann, Livius Lankford, G. B. Taylor.

NOMINATION OF NEW TRUSTEES.—W. C. James, A. W. Patterson, R. H. Pitt, J. A. C. Chandler, A. R. Long.

NOMINATION FOR HONORARY DEGREES.—G. W. Beale, I. B. Lake, J. H. Hargrave, R. E. Loving.

RICHMOND ACADEMY.—R. H. Pitt, T. B. McAdams, J. J. Montague, C. T. Watkins, T. C. Skinner.

WOMAN'S COLLEGE OF RICHMOND.—J. A. C. Chandler, A. W. Patterson, J. D. Crump, T. C. Skinner, W. L. Ball.

The By-Laws provide that the President of the Trustees and the Secretary shall be members of all the above committees, and have equal privileges with other members; and that the President of the College shall be *ex-officio* a member of all except Nomination of New Trustees.

OFFICERS OF ADMINISTRATION

FREDERICK WILLIAM BOATWRIGHT, LL. D., 1 Ryland Hall
President

MAY LANSFIELD KELLER
Dean

BENJAMIN WEST TABB, B. A., 2 Ryland Hall
Treasurer and Registrar

FACULTY OF INSTRUCTION

CHARLES HENRY WINSTON, M. A., LL. D., *Emeritus Professor of
Physics and Professor of Astronomy.*

2607 Hanover Avenue, Richmond.

A. B. Hampden-Sidney, 1854; M. A. University of Virginia, 1857;
LL. D. Hampden-Sidney, 1883; Assistant Professor, Hampden-
Sidney, 1854-'55; Professor Transylvania University 1857-'58;
President Richmond Female Institute, 1859-'73; Professor of
Physics, 1873-1908; Professor of Astronomy since 1873.

FREDERICK WILLIAM BOATWRIGHT, M. A., LL. D., *Professor of
Modern Languages.* North Court, Westhampton.

M. A. Richmond College, 1888; LL. D. Mercer University, 1895;
LL. D. Georgetown College, 1913; Assistant in Greek, Richmond
College, 1887-'89; Student University of Halle and of the Sorbonne,
1889-'90; Professor of French and German since 1890; Student
University of Leipsic, 1892; President since 1894.

MAY LANSFIELD KELLER, Ph. D., *Dean and Professor of English.*
East Court, Westhampton.

A. B. Goucher College, 1898; Graduate Student, University of
Chicago, 1900; Holder of Fellowship of Goucher College, 1901-02;
Graduate Student, Universities of Berlin and Heidelberg, 1901-'04;
Ph. D. Heidelberg, 1904; Professor of German, Wells College,
1904-'06; Associate Professor of English, Goucher, 1906-'14.

ROBERT EDWIN GAINES, M. A., Litt. D., *Professor of Mathematics.*
3 Bostwick Lane, Campus.

M. A. Furman University, 1886; Litt. D. Furman University, 1908; Instructor in Furman University, 1882-'87; Student Johns Hopkins University, 1887-'88; Instructor in Wright's University School, Baltimore, 1888-'89; Harvard University, 1899-1900; Professor of Mathematics since 1890.

WILLIAM ASBURY HARRIS, M. A., Ph. D., *Professor of Greek.*
2 College Avenue.

M. A. Richmond College, 1886; Ph. D. Johns Hopkins University, 1892; Professor of Greek, Baylor University, 1893-1901; Professor of Greek since 1901.

JOHN CALVIN METCALF, M. A., Litt. D., *Professor of English on the James A. Bostwick Foundation.*

1 Bostwick Lane, Campus.

B. A., M. A. Georgetown College; M. A. Harvard University; Litt. D. Georgetown; Graduate Student, Chicago and Harvard; Professor of Modern Languages, Mercer University; Professor of Latin, and later, of English, Georgetown College; Professorial Lecturer, University of Chicago; Professor of English, University of Virginia Summer School, since 1911; Professor of English since 1904.

ROBERT ARMISTEAD STEWART, M. A., Ph. D., *Professor of Romance Languages.*
Country Club of Virginia.

M. A. University of Virginia, 1899; Ph. D. University of Virginia, 1901; Professor of Modern Languages, Wofford College, 1899-1900; Instructor of Teutonic Languages, University of Virginia, 1900-'01; Assistant Professor of Modern Languages, Tulane University 1901-'02; Associate Professor, 1903-'12; Professor of Romance Languages since 1912.

*EUGENE COOK BINGHAM, A. B., Ph. D., *Professor of Chemistry.*
South Court, Westhampton.

A. B. Middlebury College, 1900; Ph. D. Johns Hopkins University, 1905; Student of Universities of Leipsic and Berlin, 1906; Professor of Chemistry since 1906.

ROBERT EDWARD LOVING, M. A., Ph. D., *Professor of Physics.*
2 Bostwick Lane, Campus.

M. A. Richmond College, 1898; Fellow Johns Hopkins University, 1901-'02; Ph. D., *ibid.*, 1905; Professor of Physics and Chemistry Blackburn College, 1905-'06; Professor of Physics, Cornell College, 1906-'07; Associate in Physics, University of Missouri, 1907-'08; Professor of Physics since 1908.

* Absent on leave, 1915-'16.

DICE ROBINS ANDERSON, M. A., Ph. D., *Professor of History and Political Science.* 310 N. Rowland St., Richmond.

B. A. Randolph-Macon College, 1900; M. A., *ibid.*, 1901; Ph. D. University of Chicago, 1913; Principal Randolph-Macon Academy 1903-'05; President of Willie Hansel College (Okla.), 1905-'06; Instructor in History at University of Chicago, 1907-'09; Professor of History and Political Science since 1909.

WALTER ALEXANDER MONTGOMERY, A. B., Ph. D., *Professor of Latin.* 1109 West Avenue, Richmond.

A. B. Johns Hopkins University, 1892; Ph. D., *ibidem*, 1899; Master in Classics, Sewanee Grammar School, University of the South, Sewanee, Tenn., 1902-'06; Professor of Latin, College of William and Mary, 1906-'11; Professor of Latin and Greek, *ibidem*, 1911-'12; Professor of Latin in Summer School of University of Virginia, 1907-'15; Professor of Latin since 1912.

WALTER JORGENSEN YOUNG, M. A., Th. M., Ph. D., *Professor of Philosophy on the James Thomas, Jr., Foundation.* Rio Vista.

B. A. Richmond College, 1907; B. D. Crozer Theological Seminary, 1910; M. A. University of Pennsylvania, 1910; Th. M. Crozer Theological Seminary, 1911; Ph. D. University of Pennsylvania, 1911; Professor of Philosophy, Hampden-Sidney College, 1911-'13; Professor of Philosophy since 1913.

LEONIDAS REUBEN DINGUS, M. A., Ph. D., *Professor of German.* 108 West Street, Richmond.

B. A. Milligan College, 1894; M. A. University of Virginia, 1907; Ph. D., *ibid.*, 1914; Graduate Student University of Berlin, 1912-'14; Professor of English and History, South Kentucky College, 1903-'05; Professor of German and French, Alabama State Normal College, 1907-'12; Professor of German since 1914.

GARNETT RYLAND, M. A., Ph. D., *Acting Professor of Chemistry.* South Court, Westhampton.

M. A. Richmond College, 1892; Ph. D. Johns Hopkins University, 1898; Associate Professor of Chemistry, University of Maine, 1898-1901; Professor of Chemistry, Converse College, 1901-'03; Professor of Chemistry, Georgetown College, since 1903.

WALLACE FRANK POWERS, A. M., Ph. D., *Associate Professor of Physics and Mathematics.* Thomas Hall, Campus.

A. B. Clark College, 1910; A. M. Clark University, 1911; Fellow, *ibid.*, 1911-'14; Ph. D., *ibid.*, 1914; Instructor in Laboratory Physics, Clark University, 1911-'14.

HAMILTON JAMES ECKENRODE, A. B., Ph. D., *Associate Professor of Economics and History.* 11 E. Franklin St., Richmond.

A. B. Fredericksburg College; Student University of Virginia; Ph. D. Johns Hopkins University; Professor of History, Arizona Normal School; Archivist Virginia State Library.

SAMUEL HUNTINGTON TEMPLEMAN, M. A., *Acting Professor of English Bible.* Highland Park.

B. A. Richmond College, 1904; M. A., *ibid.*, 1905; Graduate Colgate University, 1908; Student Columbia University, winter 1908, Department of Sociology; Studied at Union Theological Seminary, Richmond, Va., 1910-'11, 1911-'12.

FRANK ROSE ELDER, B. S., M. A., *Associate Professor of Chemistry.* Thomas Hall, Campus.

B. S. Amherst, 1911; M. A. Columbia, 1913; Assistant in Organic Chemistry Columbia University, 1911-'12.

DANIEL BUNYAN BRYAN, M. A., Pd. D., *Associate Professor of Education and Sociology.* 9 Dooley Avenue, Richmond.

B. A. University of North Carolina, 1911; Teacher in Elementary School, Chapel Hill, 1904-'05; Principal Rich Square State High School, 1911-'13; Graduate student, summers 1912, 1913, and the year 1913-'14, Columbia University; M. A. *ibid.*, 1914; Helen Gould Fellow in Education, New York University, 1914-'15; Pd. D., *ibid.*, 1915; Professor of Secondary Education, University of North Carolina, summer session, 1915.

HARRY ELIAS VICK, M. S., *Associate Professor of Biology.* 3 N. Boulevard, Richmond.

B. S. Bethel College, 1905; M. S., *ibid.*, 1906; Graduate student, University of Chicago, summer, 1911; Graduate student, Cornell University, 1913-1915; Instructor in Science, Hartford City (Ind.) High School, Missouri Military Institute; Professor of Biology and Chemistry, Oklahoma Baptist University, Ouachita College; Instructor in Biology, Cornell University, 1913-1915.

SUSAN MADELINE LOUGH, Ph. M., *Associate Professor of History and Political Science.* South Court, Westhampton.

Ph. B. University of Chicago, 1907; Ph. M., *ibid.*, 1909; Head of Department of History, Durango High School, Durango, Colorado, 1909-'13; Graduate Student, University of Chicago, Summers of 1912, 1914, 1915; Fellow in History, University of Chicago, 1913-'14; Graduate Student, London and Dublin, 1913; Professor and Head of Department of History, Woman's College of Alabama, 1914-'15.

LUCY BARTHOLOMEW, A. M., *Associate Professor of French and Spanish.*
South Court, Westhampton.

A. B. University of Denver, 1910; A. M., *ibid.*, 1915; Professor of French, Grove City College, 1910-'13; Teacher in Government Schools of Porto Rico, 1913-'14; Assistant in French, University of Denver, 1914-'15; Diplômée de l'Alliance Française, 1914.

MARY V. ROBINSON, A. B., *Instructor in English and German.*
East Court, Westhampton.

A. B. Goucher College, 1907; Student Goucher College, 1913-14; Theme Reader Goucher College, 1913-'14; Graduate Student, Johns Hopkins University, 1914-'15.

JACOB REINHARDT, Doc. Mus., *Professor of Music.*
12 East Grace Street, Richmond.

ERNEST H. COSBY, A. A. G. O., *Professor of Music.*
1829 West Grace Street, Richmond.

Professor of Piano and Harmony; Director of College Chorus; Associate of the American Guild of Organists, 1911; Student Counterpoint and Fugue, Dr. Hugh A. Clarke (University of Pennsylvania), 1911-'13; Organist and Choirmaster, All-Saints Church, Richmond since 1901; Solo Organist University of Virginia annually since 1909.

MRS. FLORA VAN RIPER, *Professor of Vocal Music.*
302 West Grace Street, Richmond.

Pupil of Pietro Minetti, Peabody Conservatory, Baltimore, Md.; Soprano Soloist of St. Pauls Church, and Temple Beth Ahaba, Richmond, Va.

FLORENCE D. HEQUEMBOURG, *Professor of Violin.*
2107 Park Avenue, Richmond

Pupil of Emil Mahr (Joachim School) N. E. C. of Boston, Mass.; Henry Froehlich, Cincinnati College of Music, Cincinnati, O.; Clifford Schmidt (Joachim School), New York City; Carl Halir, Royal High School of Music, Berlin, Germany; Eugene Ysaÿe, Royal Conservatory of Music, Brussels, Belgium; Otkar Sevcik, Pisek, Bohemia and Head of the Master School of Violin Playing in Conservatory of Music, Vienna, Austria.

HARRY VAN LANDINGHAM, *Instructor of Piano.*
Thomas Hall, Campus.

B. A. Richmond College, 1912; Piano Pupil of Mrs. Betty Powell Brockenbrough, Richmond, Va., 1908-1912; and of Frau Malwine Bree, Vienna, 1912-'13; Piano Instructor in Baylor College, Betton, Texas, 1914-'15.

OTHER OFFICERS

MARION G. RYLAND, *Librarian*,

B. A., B. S. Columbia University, 1903.

CULLEN PITT, A. M., M. D. *Physician to the College*.

B. A. Richmond College, 1900; M. A., *ibid.*, 1901; M. D. University College of Medicine, 1905; Resident Physician City Hospital, Richmond, 1905-'06; Associate in Physiology, University College of Medicine, 1907-'14.

FANNY GRAVES CRENSHAW, *Director of Athletics and Gymnastics*.

A. B. Bryn Mawr College, 1912.

JESSIE MANSFIELD WOOD, *Assistant to the Librarian*.

B. A. Richmond College, 1912.

MARY M. W. TAYLOR, *Secretary to the Dean and Assistant to the Registrar*.

A. B. Bryn Mawr College, 1911.

JULIA A. EGGLESTON, *Housekeeper*.

HALLIE TALIAFERRO, *R. N.*

Graduate Virginia Hospital, Richmond, Va.

A. W. GOOLSBY, *Superintendent of Grounds and Buildings*.

STANDING COMMITTEES of the FACULTY

1. COMMITTEE ON ENTRANCE.—Professors Gaines, Lough, Ryland.
2. COMMITTEE ON ADVANCED STANDING.—Professors Loving, Lough, Bryan.
3. COMMITTEE ON CURRICULUM.—Professors Metcalf, Gaines, Handy.
4. COMMITTEE ON STUDENT ACTIVITIES.—Professors Harris, Montgomery, Bartholomew.
5. COMMITTEE ON LIBRARY.—Professors Eckenrode, Young, Robinson.
6. COMMITTEE ON CATALOGUE AND STUDENT PUBLICATIONS.—Professors Handy, Stewart, Crenshaw.
7. COMMITTEE ON SCHEDULE OF CLASSES AND EXERCISES.—Professors Powers, Elder, Dingus.

The President and Dean are *ex-officio* members of all committees.

SESSION

The next session opens Thursday, September 14th and continues thirty-eight weeks. The session closes Wednesday, June 5th. Students are urged to be present on the opening day of the session.

ENTRANCE REQUIREMENTS

For admission to Westhampton College the general conditions are as follows:

- I. The applicant must be at least sixteen years of age.
- II. The applicant should present a certificate of honorable dismissal from the last school attended, or other sufficient evidence of good character.
- III. The applicant must give proof of adequate preparation to profit by the work offered in college classes. This preparation may be established by: 1. A written examination. 2. A certificate from an accredited preparatory school.

The requirements for admission are stated in units. A unit is the equivalent of five recitation periods a week during a full school year of an accepted preparatory school above the grammar grade.

For admission to full standing as candidate for a degree fifteen units are required.

It is understood that a student entering with two units of Latin will be required to make up the additional two units in College, but that this work will not count toward the degree.

Entrance requirement work in French, German and Greek may be done in College after entrance, but will not count toward the degree.

The College admits students: I. as unconditioned Freshmen; II. as conditioned Freshmen; III. as Special Students.

I. UNCONDITIONED FRESHMEN

For unconditional admission as a candidate for a degree fifteen units are required.

1. *As Candidate for the B. A. Degree.*—Prescribed: English 3 units, Mathematics, $2\frac{1}{2}$ units, Latin 4 units, or Greek 2 units, History 1 unit, Science 1 unit. The remaining units are elective.

2. *As Candidate for the B. S. Degree.*—Prescribed: English 3 units, Mathematics $2\frac{1}{2}$ units, Modern Languages (French, German, Spanish),* 4 units, History 1 unit, Science 1 unit. The remaining units are elective.

Elective units may be selected from the following: Latin 4 units, History 3 units, Modern Languages 6 units, Greek 2 units, English 1 unit,† Physical Geography 1 unit, Physics 1 unit, Chemistry 1 unit, Biology 1 unit, Mathematics 1 unit, Drawing 1 unit, Physiology $\frac{1}{2}$ unit, Botany $\frac{1}{2}$ unit, Zoology $\frac{1}{2}$ unit, Domestic Science or Applied Arts $\frac{1}{2}$ unit.

II. CONDITIONED FRESHMEN

For admission to conditional standing twelve units are required with the understanding that the remaining three are to be made up within two years. These twelve units must include (a) the seven and a half specified units (English 3, Mathematics $2\frac{1}{2}$, History 1, Science 1), and (b) a sufficient number of prerequisite units in languages to enable the student to remove all conditions in language within two years after entrance. These conditions may be removed by private study or by taking certain courses in the College or in an approved Summer School. No course taken to remove a condition may be counted for credit toward a degree.

* Four units in one language must be offered or not less than two units each in two languages.

† This additional unit in English will be accepted from certain approved schools.

In all cases of entrance, whether unconditional or conditional, the general regulations are those prescribed by the Association of Colleges and Preparatory Schools of the Southern States, of which Association Westhampton College is a member.

III. SPECIAL STUDENTS

Special students may be admitted to the various departments, provided they are over twenty-years of age and give satisfactory evidence of ability to pursue the particular course elected. A special student may become a candidate for a degree only by satisfying the regular requirements for admission.

DEFINITION OF REQUIREMENTS

The following is a tabulated form of subjects for admission and their values in units. Fuller definitions of the units follow the table.

Subjects	Divisions	Units
English	Grammar and Grammatical Analysis.....	I
	Composition and Rhetoric.....	I
	Selections from English Literature.....	I
	History of English and American Literature..	I
Mathematics	Algebra to Quadratic Equations.....	I
	Quadratics, Progressions, etc.....	$\frac{1}{2}$
	Plane Geometry	I
	Solid Geometry	$\frac{1}{2}$
History	Plane Trigonometry	$\frac{1}{2}$
	Ancient History	I
	Mediaeval and Modern History.....	I
	English History	I
Latin	American History	I
	Grammar, Composition, Translation.....	I
	Caesar's Gallic War, I-IV; Gram., Composition..	I
	Cicero's Orations (6); Grammar, Composition..	I
Greek	Virgil's Aeneid, I-VI; Grammar, Composition..	I
	Grammar, Composition, Translation.....	I
French	Xenophon's Anabasis, I-IV; Gram., Composition	I
	Grammar, Composition, Translation.....	I
German	Translation, Grammar, Composition.....	I
	Advanced Classics, Composition, Conversation..	I
	Advanced Classics, Composition, Conversation..	I
	Grammar, Composition, Translation.....	I
Spanish	Translation, Grammar, Composition.....	I
	Advanced Classics, Composition, Conversation....	I
	Advanced Classics, Composition, Conversation....	I
	Grammar, Composition, Translation.....	I
Science	Translation, Grammar, Composition.....	I
	Advanced Classics, Composition, Conversation....	I
	Physical Geography	I
	Chemistry, with Experiments.....	I
	Physics, with Experiments.....	I
	Botany	$\frac{1}{2}$
	Zoology	$\frac{1}{2}$
Drawing	Physiology	$\frac{1}{2}$
	Domestic Science	$\frac{1}{2}$
	Applied Arts	$\frac{1}{2}$
		I

The following statement indicates the amount of preparation expected in each subject:

1. English.

The English requirements may be divided as follows:

- (a) English Grammar and Grammatical Analysis. One unit.
- (b) Composition and Rhetoric, with special emphasis upon punctuation, sentence structure, and paragraphing. One unit.
- (c) Careful reading and study of selections from English Literature. One unit.
- (d) The History of English and American Literature. One unit.

A. READING.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first hand knowledge of some of the best specimens. He should read the books carefully, but his attention should not be so fixed upon details as to cause his missing the main purpose and charm of what he reads.

Group 1: CLASSICS IN TRANSLATION. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; The *Æneid*. The *Odyssey*, *Iliad* and *Æneid* should be read in English translations of recognized literary excellence.

(For any selections from this group a selection from any other group may be substituted.)

Group 2: SHAKESPEARE. Shakespeare's *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet* (if not chosen for study under B).

Group 3: PROSE FICTION. Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress*, Part I; Swift's *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's Novels; any one of Jane Austen's Novels; Maria Edgeworth's *Castle Rackrent*, or *The Absentee*; any one of Dickens' Novels; any one of Thackeray's Novels; any one of George Eliot's Novels; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward, the Wake*; Reade's *The Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes' *Tom Brown's Schooldays*; Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballentrac*; any one of Cooper's Novels; a selection of Poe's

Tales; Hawthorne's *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of Short Stories by various standard writers.

Group 4: ESSAYS, BIOGRAPHY, ETC. Addison and Steele's *The Sir Roger de Coverley Papers*; or selections from the *Tatler* and *Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; selections from Irving's *Sketch Book* (about 200 pages), or his *Life of Goldsmith*; Southey's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists*; any one of the following essays of Macaulay: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or selections from Ruskin's works (about 150 pages); Dana's *Two Years Before the Mast*; selections from Lincoln's works, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail*; Thoreau's *Walden*; selections from Lowell's essays (about 150 pages); Holmes' *The Autocrat of the Breakfast Table*; Stevenson's *An Inland Voyage and Travels with a Donkey*; Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of Letters by various standard writers.

Group 5: POETRY. Palgrave's *Golden Treasury (First Series)*, *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury (First Series)*, *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith's *The Traveller* and *The Deserted Village*; Pope's *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick*, and *Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold*, *Canto III* or *IV*, and *The Prisoner of Chillon*; Scott's *The Lady of the Lake*, or *Marmion*; Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *the Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*," *Instans Tyrannus*; Arnold's *Schrab and Rustum*, and *The Forsaken Merchant*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. STUDY.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group 1: DRAMA. Shakespeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

Group 2: POETRY. Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley, in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group 3. ORATORY. Burke's *Speech on Conciliation with America*; Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

Group 4: ESSAYS. Carlyle's *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

2. Mathematics.

- (a) Algebra to Quadratics, one unit.
- (b) Algebra through progressions, one-half unit.
- (c) Plane Geometry, one unit.
- (d) Solid Geometry, one-half unit.
- (e) Trigonometry, one-half unit.

3. History.

- (a) Ancient History, one unit.
- (b) Mediaeval and Modern History, one unit.
- (c) English History, one unit.
- (d) American History, one unit.

4. Latin.

- (a) Grammar and Composition, one unit.
- (b) Caesar, four books, one unit.
- (c) Cicero, six orations, one unit.
- (d) Virgil's *Aeneid*, six books, or the equivalent of Ovid, or of Virgil and Ovid, one unit.

5. Greek.

- (a) Grammar and Composition, one unit.
- (b) Xenophon's *Anabasis*, four books, one unit.

6. Modern Languages.

- (a) French, four units.
- (b) German, four units.
- (c) Spanish, two units.

7. Science.

- (a) Physics, one unit.
- (b) Chemistry, one unit.
- (c) Botany, one-half unit.
- (d) Zoology, one-half unit.
- (e) Physiology, one-half unit.
- (f) Biology, one unit.
- (g) Physical Geography, one unit.
- (h) Drawing, one unit.
- (i) Domestic Science or
- (j) Applied Arts, one-half unit.

In subjects which imply laboratory work, such as Physics and Chemistry, two hours of laboratory work are estimated as the equivalent of one hour of recitation. The candidate's laboratory note-book must be submitted for inspection.

ENTRANCE EXAMINATIONS

Entrance examinations will be held at the College on the last two days of the session (June 2nd and 3rd), and on the two days immediately preceding the opening of the session (September 12th and 13th). Application for the holding of such an examination should be made to the President or the Dean of the College not less than four weeks previous to the time at which the examination is desired. All candidates who take their examination on the days indicated will be charged no fee; for special examinations held on days other than those designated above, a fee of \$1.00 will be charged.

ADVANCED STANDING AT ENTRANCE

1. A student must stand examination in all subjects offered for the B. A. degree below the class for which she applies for admission, unless she comes from another college of recognized

standing. Application must be made and the examinations taken within ten days after the opening of College.

2. When the student comes from another college of recognized standing and desires to enter by certificate, she must present a detailed statement of work done. Certificates must be presented from the instructors in each department of the college from which she comes showing amount, character of the work and time given to it, after which she may receive credit for the same at the discretion of the professor at the head of each department.

MATRICULATION

Every applicant for admission, upon arriving at the College, must report promptly to the Dean. If she has been a student at any other college, she should present satisfactory evidence of general good conduct while there. If she comes from an academy or high school, she must bring a certificate from the principal showing what studies she has pursued and what progress she has made.

When the question of preparation for College has been settled affirmatively, she will receive a permit to matriculate, and, upon presentation of this to the Treasurer and Registrar of the College and payment of the required fees, her name will be placed on the rolls. Students who delay their matriculation longer than forty-eight hours after obtaining a permit will be charged an extra fee of \$2.00.

COURSES OF INSTRUCTION

LATIN

PROFESSOR MONTGOMERY

Four units of the standard entrance requirements as published in the catalogue are required for entrance to the department. A course is, however, provided for students who lack one year of preparation for the Freshman class. It carries no credits toward a degree, embracing reading in Cicero's Orations and Letters, or equivalent Latin prose; six books of Vergil's Aeneid; Grammar and prose exercise work; Rudiments of Roman Antiquities.

The College courses are as follows:

- I. (a) READING. Livy (Selections from Books I., II. and XXI.); Selections from Lyric Poets; Horace (Odes and Epodes).

Appropriate lectures will be given and themes required on Roman Historiography and the history of Roman Lyric Poetry.

- (b) PROSE COMPOSITION. Weekly exercises, based on Livy and Cicero; occasional original compositions.

- (c) ROMAN PRIVATE LIFE. Text-book work, accompanied by lectures on Roman Private Life as illustrated by Roman literature and archaeology. For Freshmen or Sophomores.

2. (a) READING. Tacitus (Germania and Agricola); Pliny (Selected Letters); Juvenal and Horace (Select Satires); Martial (Select Epigrams); Plautus (Menaechni); Terence (Self-Tormentor).

The reading will be supplemented by lectures on Roman Historiography during the classical period of the Empire, Roman Epistolography, Biography, the rise and development of Roman Comedy, Satire, and the Epigram.

- (b) PROSE COMPOSITION. The work will consist of original composition, and the translation into idiomatic Latin of typical passages of English literature, representing different subjects and different styles. From time to time the instructor will meet each student separately to criticise his work.
- (c) LATIN LITERATURE. A general survey of the classical literature of the Romans. The study of a text-book will be supplemented by appropriate lectures. For Sophomores or Juniors.
3. (a) READING. Tacitus (*Dialogus de Oratoribus*); Cicero (*Brutus*); Selections from Lucretius; Horace (*Ars Poetica*); Quintilian (*Book X.*).
- The reading will be supplemented by lectures on Roman Oratory, Epic Poetry, and Literary Criticism.
- (b) PROSE COMPOSITION. The composition of this course will be given on the same plan as that of Course 2. The exercises will be adapted to the advancement of the individual student.
- (c) Special reports on assigned topics dealing with Roman life and literature. For Juniors or Seniors.
4. The work of this course, in Reading, Prose Composition, and Literature, will centre around one author and department, and will be conducted after the seminar method. Prose and Poetry will be alternated. The professor reserves the right to refuse admission to this course in cases where he does not regard the attainments of the student adequate. For Seniors.

GREEK

PROFESSOR HARRIS

1. FOR BEGINNERS. This class begins with the alphabet, and is occupied in securing a thorough knowledge of forms, a working vocabulary, and the fundamental points of

syntax. In addition, the class will be expected to read one book of the *Anabasis*. From the beginning of the course exactness will be insisted upon. To enter this course some knowledge of Latin is prerequisite. This course may be used to remove entrance conditions.

2. XENOPHON. This class will complete four books of the *Anabasis* and will take up such other author as the needs of the class may indicate. Special attention will be paid to form and the inflections. There will be weekly exercises in grammar and composition. As the student advances, translation at sight will be emphasized. For Freshmen and Sophomores.
3. (a) HOMER, (b) PLATO, (c) LYSIAS. This class will be subject to change as the needs of the students may indicate. The first term will be devoted to Homer, the second to Plato, and the third to Lysias. There will be weekly exercises in composition throughout the year. Work will be assigned for private reading on which the student will be examined. As opportunity offers there will be conferences on Greek life, mythology, history, literature and art. At all times an effort will be made to lead the student into a keener appreciation of the genius of the Greeks, and to cultivate a sense for their literary standards. For Sophomores and Juniors.
4. (a) THUCYDIDES, (b) DEMOSTHENES, (c) THE DRAMA. In this class the work will center around Thucydides, Demosthenes, and the Drama. Work will also be assigned for private reading, and English will be put into Greek, either as a set exercise or at dictation. This course will be made as general as is consistent with thoroughness. There will be lectures on literature, grammar and rhetoric. For Juniors and Seniors.

ROMANCE LANGUAGES

PROFESSOR STEWART

ASSOCIATE PROFESSOR BARTHOLOMEW

FRENCH

1. **FOR BEGINNERS.** This class for beginners in French presupposes a sound knowledge of English grammar and of the elements of Latin. About three hundred pages of easy French are read. Grammar: Fraser and Squair's "Shorter French Course." For Freshmen. This course may be used to remove entrance conditions.
2. **GENERAL INTRODUCTION TO THE STUDY OF FRENCH LITERATURE.** Conversation. The course consists of (a) Composition: Text, Francois' "Advanced Prose Composition"; (b) French Literature: Text, Wells' "Modern French Literature"; (c) Readings in French prose and poetry; Hugo's "Les Misérables" (Heath edition); Daudet's "Tartarin de Tarascon"; "French Short Stories" (Buffum); Canfield's "French Lyrics"; Rostand's "Cyrano de Bergerac." Critical readings and studies in Classical French Comedy. Grammar: Fraser and Squair's. For Freshmen and Sophomores.
3. This class will be conducted in French and students are expected to take notes and answer questions in French.
 - (a) Lectures on the history of French literature of the seventeenth century. Text. Delpit's *L'Age d'Or de la Littérature Française*.
 - (b) Studies in French style, composition, etc.
 - (c) The reading will include selected classics of the seventeenth century with special emphasis on the dramatists, Corneille, Molière, and Racine. Essays in French will be required. Three hours a week throughout the year.

4. The class will be conducted in French. Lectures on history of French literature of the eighteenth and nineteenth centuries with particular emphasis on certain authors, *e. g.*, Lamartine, Victor Hugo, Alfred de Vigny, de Musset, Gautier, Merimée, Coppée. Much time will be devoted to Hugo.

Original compositions required. Three hours a week throughout the year.

SPANISH

1. A COURSE FOR BEGINNERS. Texts: Hill and Ford's "Spanish Grammar"; Hill's "Spanish Tales"; Padre Isla's "Gil Blass"; Alarcón's "Capitán Veneno." This course may be used to remove entrance conditions.
2. (a) A COURSE IN SPANISH COMPOSITION. Text: Ford's "Spanish Prose Composition."
(b) LECTURES ON SPANISH LITERATURE. Text: Fitzmaurice-Kelly's "Spanish Literature."
(c) READINGS IN SPANISH PROSE AND POETRY. Cervantes' "Don Quixote" (Ford); "Tres Comedias Modernas"; selected dramas of Calderón and of Lope de Vega; Nuñez de Arce's "Haz de Leña"; Alarcón's "Sombrero de Tres Picos"; Valdés' "José"; Galdos' "Marianela"; Spanish Lyrics.

GERMAN

PROFESSOR DINGUS

1. FOR BEGINNERS. A beginning course for those students who have never studied German, or whose preparation is inadequate for more advanced work. This course may be used to remove entrance conditions.

It includes Elementary Grammar and Composition; special training in pronunciation and simple conversational German; reading of simple texts in class and assigned parallel. For Freshmen.

2. INTRODUCTION TO GERMAN LITERATURE. Open to students who have taken Course 1, or its equivalent. It includes a review of German forms, a more careful study of syntax, drill in pronunciation, conversational exercises, free reproduction based on texts read, the reading of modern prose and dramatic works in class and as assigned parallel on which reports are made. Introduction to German literature. For Freshmen and Sophomores.

In the winter term there will be offered a course in Scientific German. Hour to be arranged.

3. ADVANCED COURSE. Open to students who have completed Course 2, or its equivalent. Emphasis is placed on the Literature and *Realien*, rather than the syntax. Literary periods and movements are studied. A great deal of reading is assigned, on which regular reports are made. So far as feasible, this course will be conducted in German.

The work of the year will gather about some three of the following courses: (a) the Classic Drama, Lessing, Goethe, Schiller; (a) the Romanticists; (c) Heine; (d) the Mid-Century Novelists—Storm, Keller, Scheffel, Meyer, etc.; (e) German Literature since the founding of the Empire; (f) Lyric and Ballad Poetry.

4. Prerequisite, course 3 or its equivalent. Collateral reading, essays and reports. One term will be devoted to each of the following: (a) the Classic Drama—Lessing, Goethe, Schiller, (b) Heine, (c) Ballad and Lyric Poetry.

Three hours a week throughout the year.

ENGLISH

PROFESSOR METCALF

PROFESSOR KELLER

MISS ROBINSON

1. (a) COMPOSITION. Theme writing based on specimens of exposition and description. Freshman year, three hours a week, first term. Weekly themes, with individual criticisms and interviews. Second and third terms.

- (b) LITERATURE. A survey of English literature from Beowulf to Tennyson.

Three hours a week, second and third terms.

MISS ROBINSON

2. (a) NARRATIVE WRITING. A study of narration, with practice in writing the short story. The course deals with problems of narrative structure; the differentiation of short story types; the finding and organization of material; the construction and criticism of plot; the form and function of dialogue; various methods of character drawing. At least one short story will be written by each student.

Three hours a week, first term.

- (b) SHAKESPEARE. Critical reading of a few plays, followed by careful reading of a number of plays illustrating the growth of Shakespeare as an artist and his place in Elizabethan drama.

Three hours a week, second term.

- (c) NINETEENTH CENTURY PROSE. Wide reading in the prose of the period exclusive of the novel and short story; a study of the work of the essayists and critics of the period, Lamb, DeQuincy, Hazlett, Landor, Newman, Carlyle, Ruskin.

Three hours a week, third term.

MISS KELLER.

3. (a) THE ENGLISH NOVEL. The development of the English Novel from Dickens to Hardy. Parallel reading in the works of Dickens, Thackeray, Eliot, Meredith and Hardy. Two typical novels will be analyzed in class.
Three hours a week, first term.
- (b) TENNYSON AND BROWNING. Some of the representative poems of Tennyson and Browning studied in class, others read as parallel. Lectures, written reports.
Three hours a week, second term.
- (c) THE AMERICAN NOVEL. The development of the American Novel from Brown to Howells. Parallel reading in Cooper, Simms, Hawthorne, Cable, Howells and others. Two representative novels will be analyzed in class. Written reports.
Three hours a week, third term.
- (d) THE AMERICAN ESSAY. A study of a few representative essays in American literature from Irving to Burroughs, with parallel reading and reports.
Three hours a week, third term.
Courses (c) and (d) will be given in alternate years. PROFESSOR METCALF.
4. (a) ANGLO-SAXON PROSE. Old English Grammar and Reader, with collateral reading of selections from the prose literature.
Three hours a week, first term.
- (b) ANGLO-SAXON POETRY. Beowulf read entire, and several hundred lines critically studied.
Three hours a week, second term.
- (c) MIDDLE ENGLISH. Selections from Middle English literature. Emerson's Middle English Reader; parallel reading in Chaucer.
Three hours a week, third term.
- MISS KELLER.

5. (a) DEVELOPMENT OF THE CLASSIC AND ROMANTIC MOVEMENTS IN ENGLISH LITERATURE. The characteristic works of Dryden, Pope, Swift and Johnson.
Three hours a week, first term.
- (b) EIGHTEENTH CENTURY. The poems of Ramsay, Collins, Gray, Cowper, and Burns.
- NINETEENTH CENTURY. Wordsworth, Coleridge, Byron, Keats, and Shelley.
Three hours a week, second term.
- (c) THE ROMANTIC PERIOD CONTINUED. Three hours a week, Third term. Prerequisites, English 1, 2 and 3.
MISS KELLER.

MATHEMATICS

PROFESSOR GAINES

ASSOCIATE PROFESSOR POWERS

1. (a) SOLID GEOMETRY. A brief study of certain portions of plane geometry will be made, after which solid geometry will be taken up and completed. The work in plane geometry is not given merely for review, but rather for the sake of certain methods of proof, and particularly for calling the student's attention to the interrelation of groups of theorems, and the development of the subject as a whole. First term.
- (b) COLLEGE ALGEBRA. A course designed to follow the work of a good high school, beginning with quadratic equations, and including such subjects as the progressions, permutations and combinations, mathematical induction, binomial theorem, inequalities, logarithms, theory of equations, and infinite series.
Second term.
- (c) PLANE TRIGONOMETRY. The subject is approached from the practical side, problems being solved at first by

graphical methods, and afterwards computed by means of trigonometrical formulas and mathematical tables. After the interest of the student is thus secured, the remainder of the time is devoted to the development of analytical trigonometry. Third term. For Freshmen and Sophomores.

2. (a) ANALYTICAL GEOMETRY. Elementary course. Systems of co-ordinates with various illustrations of the use of graphical methods, the construction and discussion of loci, a detailed study of the straight line and circle, and of the simpler properties of the parabola, ellipse, and hyperbola. First term.
 - (b) DIFFERENTIAL CALCULUS. In this course the student is not only given much practice in differentiating the ordinary functions, but emphasis is laid upon getting a clear conception of the meaning and purpose of the calculus. The method is then applied to questions of maxima and minima, tangents and normals, inflexions, asymptotes, curve tracing, and the expansion of functions in series. Second term.
 - (c) INTEGRAL CALCULUS. An elementary course, but one in which care is taken to lay the foundations securely, and prepare the way for the more advanced work of the following year. During the course the method of integration is applied to a sufficient variety of problems to suggest to the student its wide range of usefulness. Third term. For Sophomores and Juniors.
3. (a) ANALYTICAL GEOMETRY. An advanced course designed to follow course 2 (a). First term.
 - (b) DIFFERENTIAL CALCULUS. An advanced course which presupposes the completion of Course 2 (b) or its equivalent. Second term.
 - (c) INTEGRAL CALCULUS. Advanced course following Course 2 (c). Third term.

4. The work of this course will vary somewhat from year to year. Lecture courses will be given on one or more of the following subjects: Infinite series and products, analytical mechanics, differential equations, an introduction to the theory of functions. For Juniors and Seniors.

PHYSICS

PROFESSOR LOVING

ASSOCIATE PROFESSOR POWERS

1. (a) **ELEMENTARY GENERAL PHYSICS.** This course covers in an elementary way the fundamental principles of Physics, including Mechanics, Properties of Matter, Heat, Sound, Light, Electricity and Magnetism. It is offered to meet the needs (1) of those who wish to acquire some knowledge of the simpler phenomena of Physics as a part of a general education, and (2) of those who may take up the study of medicine or some related science. For admission to this course the student must have a knowledge of Algebra and Plane Geometry equivalent to the necessary preparation for Mathematics 1.
- (b) A laboratory course, two periods per week, two hours each. This course furnishes an introduction to the instruments and methods of quantitative measurements, and leads to a fuller appreciation of the principles and laws set forth in course 1 (a). For Freshmen and Sophomores.
2. (a) **ADVANCED PHYSICS, MECHANICS, WAVE MOTION AND LIGHT.** This course is adapted to the needs (1) of those who wish to extend their knowledge of Physics as a part of a liberal education, and (2) those who wish to fit themselves to teach Physics in secondary schools. Much stress is laid on the quantitative relations, and hence in the lectures and in the experiments as well, free use is made of the student's mathematical attainments in the derivation and discussion of

physical laws as expressed in mathematical formulae. The completion of Course 1 (a) and 1 (b) in Physics and 1 (a) in Mathematics is required for admission to this course.

- (b) An advance laboratory course dealing with the subjects treated in Course 2 (a), two periods per week, two hours each. The student is given practice in adapting and assembling apparatus and in using instruments of high precision. For Sophomores and Juniors.
3. (a) **ADVANCED PHYSICS, ELECTRICITY AND MAGNETISM.** The grade of work and the requirements for admission are the same as for Course 2 (a). This course will include a study of magnets and the magnetic properties of iron, electrical measuring instruments, batteries, electromagnetic induction and its application in dynamos and motors, power transmission, and a brief study of the electrical theory of matter. The work will be especially helpful (1) to those who wish a fuller understanding of and familiarity with the common applications of electricity in modern life, and (2) to those who propose to teach Physics in secondary schools.

Courses 2 (a) and 3 (a), with the accompanying laboratory courses, are accepted as fulfilling the Physics requirements in our best engineering schools.

- (b) An advanced laboratory course in electricity and magnetism, two periods per week, two hours each. This course will give practice in the use of high-grade instruments of both laboratory and commercial types, and in the operation of both D. C. and A. C. dynamos and motors. Not given in 1916-'17. For Juniors and Seniors.

Note.—Students taking Courses 2 (b) and 3 (b) may spend a part of the assigned laboratory time in setting up and manipulating some of the more difficult qualitative or demonstration experiments; this practice will be especially advantageous to those expecting to teach.

CHEMISTRY

PROFESSOR BINGHAM *

ACTING PROFESSOR RYLAND

ASSOCIATE PROFESSOR ELDER

1. (a) INORGANIC CHEMISTRY. The occurrence, preparation, and properties of the elements and their simple compounds, together with the fundamental laws of the science, are carefully considered. Reference is frequently made to the important applications of chemical facts and laws to the industrial arts and the phenomena of daily life.

(b) Elementary inorganic preparations, simple quantitative analysis, and an introduction to systematic qualitative analysis. Four hours per week. Primarily for Freshmen and Sophomores.
2. (a) ORGANIC CHEMISTRY. This course is primarily arranged for those who intend to pursue graduate study in science or medicine. It is open to students who have completed Course 1. Lectures and quizzes upon the fundamental principles of Organic Chemistry.

(b) Laboratory work consisting of a thorough course in organic preparations, including products of synthetical and industrial interest. Emphasis is placed upon the acquirement of a good technique. Four hours per week. Primarily for Sophomores and Juniors.
3. (a) QUANTITATIVE ANALYSIS. This course is principally laboratory work. It will contain work necessary in the training of the technical chemist, and is open to those who have completed Course 1. Various salts, metals, ores, and commercial or natural products will be analyzed by gravimetric and volumetric methods.

* Absent on leave, 1915-'16.

The allotment of work may be made to suit the needs of the individual student. At least seven hours per week.

- (b) One hour a week will be devoted to a discussion of analytical methods, the working out of problems, and the balancing of equations. For Juniors and Seniors.

PHILOSOPHY AND PSYCHOLOGY

PROFESSOR YOUNG

ASSOCIATE PROFESSOR BRYAN

1. LOGIC. This course is intended to acquaint the young student with the principles of clear, consistent thinking. Exercises are given from historical and scientific essays to acquaint the student at first hand with specimens of correct expression. From time to time professors in the various departments of science are invited to deliver popular lectures on specific themes in their several fields. These with illustrations and parallel reading in the history of natural science enable the young student to decide for herself along what lines her scientific interests lie, and at the same time clear away the confusion, which often besets the beginner in science. This course is, therefore, especially recommended to *Freshmen*.

- (a) DEDUCTION is studied to show the principles of Inference in its relation to Definition, Classification, Hypothesis and its verification, and formation of subsidiary laws of natural science. The syllogism is reviewed as a form of consistent thought.

- (b) INDUCTION is given in reference to Observation, and the canons of experimental methods in the physical sciences. Description and Explanation, Terminology and Nomenclature, Theory and Fact, the Historical and Statistical methods are treated in connection with methods of observation.

(c) **METHODOLOGY** is studied in relation to the first principles of positive science, as well as Evolution and other methods of the Biological and of the Normative sciences. Popular lectures and parallel reading in the history of science.

2. **HISTORY OF PHILOSOPHY.** This course reviews the evolution of human thought upon social and world problems, as represented by the great original thinkers of Greece and of modern times. It assumes that Philosophy must recognize the facts of science, and receive its point of departure from the problems arising therein.

(a) **METAPHYSICS.** The problems of reality and of the limits of human knowledge, the categories of human thinking, the historic theories of the world order and of the nature of man are the central concepts around which the discussions revolve. The method of treatment throughout is historical.

(b) **ETHICS.** The evolution of human social institutions is made the basis of study of modern social and ethical problems. The approach from the social standpoint gives to Ethics a rich and full content, leading to a broad, healthy view, making its sturdy problems real and vital to the student. The various types of ethical theory are examined critically and historically, and their bearing on current practice is constantly correlated. Primarily for Juniors.

PSYCHOLOGY

1. **GENERAL PSYCHOLOGY.** This course will give a systematic and constructive presentation of the theories, concerning the consciousness of the normal human individual. Comparisons will be made with the genetic development of conscious life in general. The course is specially adapted to the cultural needs of the general student; and will prove helpful to those preparing for medicine, law, education, business, and the ministry. Practical applications are made throughout the course.

- (a) PHYSIOLOGICAL PSYCHOLOGY. The relation of mind and body shows the dependence of the conscious life upon the nervous system.
- (b) ANALYTICAL PSYCHOLOGY. Study of sensation with qualitative and quantitative analysis, including the relation of sensation to the sense organs and the physical environment.
- (c) SYNTHETIC PSYCHOLOGY. Constructive study of theories, concerning the complex phases of mind, including perception, association, attention, memory and imagination, action and volition, feeling and emotion, language and intellect.
- (d) LABORATORY. Experimental investigation of psychological problems, demonstration of psychic phenomena, training in introspective insight. Open to *Sophomores*.

2. EDUCATIONAL PSYCHOLOGY. (May be given in 1916-'17). This course gives a comparison of the evolution of the animal mind and the development of the child mind. Such genetic study furnishes the background for the consideration of the various forms of learning through which the child passes in the schoolroom.

- (a) GENETIC PSYCHOLOGY. Among the topics discussed are: Reflex action and instinct, growth and development, imitation, play, curiosity, learning, and the growth of intelligence.
- (b) Child study proper will deal directly with the relation of the growing human mind to the educative processes. Special impress will be placed upon the adolescent period. Among the topics discussed are: The laws of habit formation, distraction and interference, the learning processes, association of ideas, dissociation, reasoning, remembering and forgetting, the relation of interest and attention, individual differences, rewards and punishments, and retardation.

- (c) Laboratory work will introduce experimental methods, and train the student how to utilize mental tests and scales for measuring both quantitatively and qualitatively the educational product. Schoolroom observation, and clinical observation of retarded children and mental defectives will be required, and reports made on such observation.

Recitation two hours a week. Laboratory or equivalent in schoolroom observation, three hours a week. Parallel reading and written reports. Three hours credit. Open to students who have completed Psychology I.

HISTORY AND POLITICAL SCIENCE

PROFESSOR ANDERSON

ASSOCIATE PROFESSOR LOUGH

I. MEDIAEVAL AND MODERN HISTORY.

- (a) MEDIAEVAL. Beginning with a study of the decline of the Roman Empire, the class will study the Germanic invasions, the rise of the Christian Church and its institutions, the establishment of the Carolingian Empire, the development of Feudalism, the Crusades, the rise of national states.
- (b) MODERN. The second half of the year will be taken up mainly with a review of the leading events of the Renaissance, the Reformation, the development and rivalries of states, the work of the "benevolent despots."

Three hours a week throughout the year. Two sections.

This course is required for all candidates for the degree of Bachelor of Arts.

2. EUROPE SINCE 1789. The work of the first year will be followed by a somewhat comprehensive study of the last century and a quarter. Students interested in recent European History and movements, particularly the background and causes of the "great" war, will profit by taking this course.

(a) THE FRENCH REVOLUTION AND NAPOLEON. This portion of the work will cover one-third of the session.

(b) THE NINETEENTH AND TWENTIETH CENTURIES. An effort will be made in the six months assigned to this part of the course to give careful attention to the Metternichian System and Holy Alliances, the European Revolutions, the spread of popular government, the enormous economic changes of the last hundred years, the eastern and colonial problems, and the European War.

Three hours a week throughout the year. Two sections.

This course alternates with History 3 and will be given in 1916-'17.

3. ENGLISH HISTORY. The leading movements of English History from Roman times to the present will be traced, with increasing attention, as we approach the present, to the things that count for an understanding of current English problems and politics. Matters that are significant in the formation of American institutions will be stressed.

This course will alternate with Course 2 and will not be given in 1916-'17.

Three hours a week throughout the year.

This course is required for all students majoring in English.

4. AMERICAN HISTORY. The main lines of political, constitutional, and economic development since 1750 will be followed. Emphasis will be placed on the social forces which have brought things to pass, and on the events which have counted in the building of our present civilization. The course may be subdivided as follows:

- (a) The American Revolution and the Rise of Parties.
- (b) The Civil War and Reconstruction.
- (c) Contemporary History. Political and Economic Re-adjustment.

This course will be given in 1916-'17.

Three hours a week throughout the year.

This course is intended primarily for Juniors and Seniors.

5. VIRGINIA HISTORY. The founding of Virginia, Virginia as a colony, the Revolutionary struggle, the formation of constitutions, Slavery, Secession and Reconstruction, and the economic revival since 1865 will be some of the subjects considered in this class. The biographies of the most eminent statesmen, religious leaders, and educators will be touched upon. The objects of the course are, in the main, two: to afford students an opportunity to gain a knowledge of the History of the Old Dominion, and to encourage the development of historical scholarship among us.

This course will not be given in 1916-'17.

Three hours a week throughout the year.

For Juniors and Seniors.

POLITICAL SCIENCE

- I. AMERICAN GOVERNMENT will be discussed, National, State, and Local, both in theory and practice. Special topics are assigned for investigation, and parallel reading is required. Considerable attention will be given to current problems. Given in 1916-1917.
 - (a) NATIONAL GOVERNMENT. Origin, colonial experience, Federal Constitution, the President, Congress, Judiciary Departments, Political Parties, current problems.
 - (b) STATE GOVERNMENT. Constitutional basis, the Executive, the Legislative, the Courts. Particular attention will be given to the institutions and problems of Virginia.
 - (c) MUNICIPAL AND RURAL GOVERNMENT. The American city, history, organization, reform movements, such as the Commission and the City Manager plans; the town, county, village. For Sophomores and Juniors.
2. THE PRINCIPLES OF POLITICAL SCIENCE AND COMPARATIVE GOVERNMENT.
 - (a) THE PRINCIPLES OF POLITICAL SCIENCE. Under this head such subjects as the origin of the state, classification of states, the forms of government, distribution of powers, the functions of modern government will be treated.
 - (b) COMPARATIVE GOVERNMENT. The governments of Great Britain, France, Germany, Italy, etc., will be described.
 - (c) Current problems will be discussed in their relation to political theory. An effort will be made during the whole year to articulate important happenings of the day with the course of study, but during the last term particular attention will be given to several problems of present interest. Course 2 will not be given in 1916-1917. For Sophomores and Juniors.

THE J. TAYLOR ELLYSON MEDAL FOR RESEARCH IN VIRGINIA HISTORY

Particular attention of students in the department of History and Political Science is called to a medal offered by Hon. J. Taylor Ellyson, Lieutenant-Governor of Virginia and President of the Board of Trustees of Richmond College, for the best original investigation in some unworked field of Virginia History. Entrance into the contest for this medal gives a very valuable opportunity for ambitious students to learn something of scholarly methods and to gain some conception of the attractiveness of independent work.

BIOLOGY

ASSOCIATE PROFESSOR VICK

- I. GENERAL BIOLOGY. This course is designed for students who wish to get a comprehensive view of the various types of animal and plant forms as well as the fundamentals underlying the great principles governing modern biology. Special attention is given to the discussion of such topics as the interdependence of organisms, organization and phylogeny, heredity and variation, natural selection and adaptation, the life cycle, metamorphosis and regeneration. The laboratory work takes up the study of the cell as a biological unit, and of the structure, development and life processes of representative types of the larger groups of the animal and plant kingdoms.

Lectures and recitations three hours a week, laboratory four hours a week throughout the year.

Credit, four hours—primarily for Sophomores.

2. ZOOLOGY. Preparatory to human anatomy and medicine.
 - (a) MORPHOLOGY OF INVERTEBRATES. A brief survey of the lower forms of animal life. The lectures deal with the life processes, adaptations and relationships of in-

vertebrate animals, morphology and development, and the principles of zoology. In the laboratory types of invertebrates not considered in Biology 1 are studied in detail.

- (b) MORPHOLOGY OF VERTEBRATES. A comparative study of the various systems of organs of vertebrate animals with reference to their structures, development and homologies. In the laboratory representative types, as the dogfish, turtle, bird, and cat, are dissected.
- (c) EMBRYOLOGY AND HISTOLOGY. Study of the development of the chick, the principles of microscopy and the preparation of histological material. Lectures deal with the development of sexual cells, cleavage of egg, formation of the principal organs of the body and the differentiation of tissues. In the laboratory the student will prepare his own microscopical slides.

Lectures two hours a week, laboratory six to eight hours a week throughout the year. Biology 1 prerequisite. Credit, four hours. For Juniors and Seniors.

3. GENERAL MORPHOLOGY OF PLANTS.

- (a) MORPHOLOGY OF THE THALLOPHYTES AND BRYOPHYTES. This takes up the structure, development and relationships of representative plants among the Algae, Fungi, Liverworts, Mosses. Special attention is given to the molds, rusts, mildews and others of economic importance.
- (b) MORPHOLOGY OF THE PTERIDOPHYTES. Representatives of the fern plants and their allies are studied with reference to the form and structure of their reproductive organs, life histories and relationships to higher plants.
- (c) MORPHOLOGY OF THE SPERMATOPHYTES. The flowering plants, Gymnosperms and Angiosperms are considered with reference to their general structure, adaptation, life processes, evolution and distribution. A part of the time will be spent in becoming acquainted with the local flora.

Lectures and recitations two hours a week, laboratory and field work four to six hours a week throughout the year. Credit, four hours. Biology 1 prerequisite. For Juniors and Seniors.

Either course 2 or 3 will be given in 1916-1917.

4. **GENERAL ENTOMOLOGY.** A study of the characteristics of the various orders, suborders and the more important families of insects, and the habits and life histories of representative species. Attention will be given to the more important pests and methods of control. The structure and classification of insects will be taken up in the laboratory, together with field observations on the habits of insect pests.

Lectures and recitations two hours a week, laboratory four to six hours a week throughout the year. Credit, four hours. Biology 1 prerequisite. Not given in 1916-1917. For Juniors and Seniors.

GEOLOGY

1. (a) **DYNAMICAL AND STRUCTURAL GEOLOGY.** This course includes a study of the atmospheric, aqueous, igneous and organic agencies, and the results produced by them on the earth's surface.
- (b) **HISTORICAL GEOLOGY.** This considers briefly the hypotheses for the origin of the earth, the principles of sedimentation, distribution and character of sediments of each geologic period, also the geographic changes of the North American continent. A careful study is made of the climate and life of each period. The lectures will be illustrated by use of lantern slides, topographical maps, and museum specimens.

Lectures and recitations two hours a week, supplemented by field excursions to various geological formations in the vicinity of Richmond. Chemistry I and Biology I prerequisites. Credit, two hours. Juniors and Seniors.

ECONOMICS

ASSOCIATE PROFESSOR ECKENRODE

1. **THE PRINCIPLES OF ECONOMICS.** A survey of the principles of Economics is made with special reference to the problems of modern industrial and financial life. Lectures will be supplemented by assigned readings and reports. For Sophomores and Juniors.
2. **SPECIAL TOPICS.** This course is designed for those who have had a grounding in the principles of the science. A careful study of Distribution is followed by courses in Money and Banking, Labor Problems, and Public Finance, or Business Organization. Papers are assigned students for research and an examination of business conditions as they exist in Richmond. Thus theoretical training goes hand in hand with practical demonstration. The object is to make the student thoroughly familiar with fiscal and financial operations. For Juniors and Seniors.

EDUCATION

ASSOCIATE PROFESSOR BRYAN

1. (a) **THE PRINCIPLES OF EDUCATION.** The meaning and aim of education, heredity, and education, the relation of education to society, the conditions of individual development, recapitulation, learning by trial and error, conscious learning, the question of formal discipline, imitation, play, liberal and vocational education.

- (b) The principles and methods of teaching; the drill lesson, inductive and deductive lessons, the lesson for appreciation, moral education, questioning.
 - (c) Lesson plans, the relations of the teacher to supervision and to the course of study; the investigation and measurement of educational products. Open to Juniors and Seniors.
2. (a) THE HISTORY OF EDUCATION. (Given in alternate years. To be given in 1915-'16.) Educational systems and ideals of the Greeks and Romans; study of Plato and Aristotle and the schools of the Empire.
- (b) Educational system of the Middle Ages; rise, growth, and significance of universities; study of leaders of Humanism.
 - (c) The beginnings of modern education, the naturalistic movement, Rousseau; the psychological movement, Pestolozzi, Froebel, Herbart; the scientific movement, Spencer and Huxley; recent sociological tendencies. Open to Juniors and Seniors.
3. SECONDARY EDUCATION. The aim of this course is to meet directly one of the chief demands of the Virginia private and public schools; namely, the trained high school principal and teacher. Special emphasis will be given to the organization, administration, and methods in the secondary school. The course will deal in the details of the origin and adaptation of the American secondary school to the social demands, their present place in our school system, their relation to the elementary schools of the state and county, the social demands, and to the colleges. The internal organization of courses, curricula, physical equipment, including buildings and grounds and the administration of the various school activities. Considerable emphasis will rest upon the nature of adolescence and its educational

implications as well as upon the nature and field of the high school studies, including principles of both general and specific method. The course requires texts, discussion, observation, and reports. Alternates with Course 4. Given in 1916-1917. Open to Juniors and Seniors.

4. THE ADMINISTRATION AND SUPERVISION OF PUBLIC EDUCATION.

The growth of the public school system of recent years has reached such dimensions that the public is demanding more and more technical efficiency in the handling of its funds and in prosecuting a piece of work otherwise so vital to public welfare. To every citizen, teacher, minister, professional man, legislator and the rest, the question of public education is of great concern. This course deals with the rise and development of the secular school system in the United States and the proper administration and supervision of same with particular emphasis upon the State of Virginia. Some of the chief topics are: the State, city, county or division units and the qualifications of boards and officers. Taxation, local taxation, distribution of funds, consolidation and the certification and salaries of teachers; types of schools, gradation and promotion, special classes, retardation and elimination, the training and improvement of teachers in service, and the function of supervision. The course requires texts, discussions, first hand investigation and reports. This course alternates with Course 3 above. Given in 1916-1917, if there is sufficient demand. Open to Juniors and Seniors.

SOCIOLOGY

ASSOCIATE PROFESSOR BRYAN

1. (a) Principles of Sociology; the social theory, methods, and problems of modern life; the structure and evolution of society; the progress of civilization, with special

reference to modern times, and the rise and development of democracy; the nature and end of society. Text-book; lectures; assigned topics. Prerequisite, History 1.

- (b) History of movements for social reform; study of poverty, its causes, control and cure; charity organizations; the criminal, the defective, and dependent classes; causes and character of crime and the criminal; development of criminology.
- (c) Christianity in its social bearings, with special reference to life and problems of the modern city. For Juniors and Seniors.

ENGLISH BIBLE

ACTING PROFESSOR TEMPLEMAN

1. STUDIES IN THE OLD TESTAMENT. In this course the development of thought in the Old Testament will be traced through the prophetic, priestly, and wisdom literature. Historical study of Hebrew national life; the setting, characters, and teachings of representative books. Three times a week throughout the year.
2. STUDIES IN THE NEW TESTAMENT. In this course the central theme will be the life of Christ. The institutions, manner of life, ideals, and the literature of the Jewish people of the time will be considered; the historical study of the life of Christ; a topical study of the teachings of the Gospels; the social aspects of the Gospels in relation to present-day problems. Three times a week throughout the year.

Text-books for these courses will be announced later.

ASTRONOMY

PROFESSOR WINSTON

The course is brief and elementary, but general and comprehensive. It includes a detailed study, and as far as possible, practical and experimental study of the various classes of the heavenly bodies, with special attention to those of our own Solar system. It seeks not only to give a summary of the accepted facts of Astronomy, but to set forth clearly the scientific processes by which these facts have been established. Due reference is made also to recent advances in our knowledge, due to the improved instruments and methods of the present day.

In a word, the primary aim of the course is to give such a knowledge of the facts, principles and methods of Astronomy as every well-educated person should possess.

Students entering this class should have some fair acquaintance with the elements of Mathematics and of Physics. One lecture a week throughout the session will be given, with some written exercises and some observational and laboratory work.

MUSIC

PROFESSOR ERNEST H. COSBY

PROFESSOR JACOB REINHARDT

MRS. FLORA VAN RIPER

MRS. F. D. HEQUEMBOURG

HARRY VAN LANDINGHAM

The Department of Music is under the guidance of competent and skilled musicians of wide practical experience. Instruction, both practical and theoretical, will be given in piano, voice culture, violin, harmony and theory, choral music, and in special subjects when occasion demands.

In order that the best results may be obtained, each pupil is given individual instruction in the piano, violin, and vocal departments, class work being confined to the theoretical branches.

Students in this department must have attained a fair degree of technical proficiency before entering the piano or vocal branches; a previous knowledge of the theoretical subjects, while not essential, is nevertheless desirable.

Richmond is rapidly taking rank as one of the acknowledged music centers of the country, and provides a number of excellent concerts each season, giving students the opportunity of hearing good music at frequent intervals and without interruption in their college work. (The distance is short and transportation facilities adequate.)

VOICE CULTURE

Proper placing of the voice, correct habits of breathing, enunciation, phrasing, etc., careful development of tone with the study of songs judiciously selected from standard and modern song writers.

Two lessons a week.

VIOLIN

Mrs. Hequembourg's course of study is that used by the foreign conservatories. All students are given the benefit of ensemble training. This is supplementary to the private instruction.

THE LIBRARY

MARION G. RYLAND, B. A., B. S., *Librarian*

JESSIE M. WOOD, B. A., *Assistant to the Librarian*

R. C. McDANEL, '16, F. F. BOSTON, '17, *Student Assistant*

The College Library occupies the southern wing of Ryland Hall. It is one hundred and three feet long, thirty-two feet wide, and, with its vaulted arched ceiling, twenty-three feet high. The interior is panelled in Flemish oak, and the book-cases arranged in alcove plan. There is, at each end, a five-fold Gothic window of striking size and beauty, and in each alcove a casement window, the whole affording natural light at all hours of the day. In con-

venience and harmony of effect, the Library is the culmination of the Collegiate Gothic, that exquisite perpendicular type made familiar by the English colleges, to which all the College buildings strictly conform.

It contains about twenty-five thousand volumes, not including pamphlets, arranged and catalogued by the Dewey System. The most recent and useful bibliographical aids are provided, and the best periodicals and reviews, daily and weekly papers are currently received. As a depository of the United States Government, the Library acquires annually hundreds of publications especially valuable for reference in Social and Political Science. The students have direct access to the shelves during ten hours of each day, and the Librarian and assistants are always on hand to give help in any line of reading or research.

For the convenience of the undergraduates of Westhampton College, there is also maintained in the Reading Room at Westhampton, a well selected reference Library.

The College counts itself peculiarly fortunate in having close by several great collections of books which materially increase its Library resources. Through the courtesy of the officials, the one hundred thousand volumes of the Virginia State Library and the unique collection of the Virginia Historical Society have been made accessible to our students, both for consultation and withdrawal. These afford exceptional facilities for research, not only in general subjects, but especially in Virginia and American history. It should also be mentioned that our nearness to Washington enables us to make constant use of the Congressional Library. In a few hours, the Reference Librarian can obtain rare books and pamphlets invaluable for theses and debates.

THE THOMAS LECTURES

These Lectures are provided for by "The Thomas Museum Lecture Endowment" of \$11,000 donated by his family in memory of the late president of the corporation, James Thomas, Jr. They

are delivered annually by eminent men of our own and foreign countries on Science, Philosophy, Art or Literature, and by special provision are open to the public without charge. The following distinguished scholars have delighted large audiences and greatly stimulated literary and scientific research:

Charles A. Young, Ph. D., of Princeton; H. Newell Martin, Ph. D., of Johns Hopkins University; W. T. Harris, LL. D., United States Commissioner of Education; President D. C. Gilman, LL. D., of Johns Hopkins University; Professor Robert Y. Tyrrell, M. A., University of Dublin, Ireland; Horace H. Furness, Ph. D., LL. D., of Philadelphia; Professor C. T. Winchester, A. M., of Wesleyan University; Professor Albion W. Small, Ph. D., of Chicago University; President G. Stanley Hall, Ph. D. LL. D., of Clark University; Professor J. Henry Breasted, Ph. D., of Chicago University; President Woodrow Wilson, Ph. D., LL. D., of Princeton University; President Benjamin Ide Wheeler, Ph. D., LL. D., of the University of California; Hamilton Wright Mabie, LL. D., of New York; Sir Robert Ball, of Oxford; Professor Henry Van Dyke, LL. D., of Princeton; Mr. Lorado Taft, of Chicago; Professor Arlo Bates, of the Massachusetts Institute of Technology; Professor John B. Clarke, LL. D., of Columbia University; Professor Josiah Royce, Ph. D., LL. D., of Harvard University; Professor W. P. Trent, LL. D., of Columbia University; Professor B. L. Gildersleeve, Ph. D., LL. D. of the Johns Hopkins University; Mr. Walter H. Page, editor of the *World's Work*; Professor H. Morse Stephens, LL. D., of the University of California; Professor Bliss Perry, L. H. D., editor of *The Atlantic Monthly*; Professor Francis W. Kelsey, Ph. D., President of the Archaeological Institute of America; Professor J. Howard Gore, Ph. D., LL. D., of Washington; Professor Edouard Meyer, Ph. D., of the University of Berlin; Mr. F. M. Chapman, Curator of Ornithology, Metropolitan Museum, of New York; Professor R. G. Moulton, Ph. D., of the University of Chicago; Dr. Harvey W. Wiley, of Washington; Professor William Lyon Phelps, Ph. D., of Yale University; President George E. Vincent, Ph. D., of the University of Minnesota; Jacques

Loeb, Ph. D., Sc. D., M. D., of the Rockefeller Institute, and Professor Jeremiah W. Jenks, Ph. D., LL. D., of New York University; Professor Robert A. Millikan, Ph. D., D. Sc., of the University of Chicago.

THE ANN FLORENCE FRAZER FUND

This fund of \$3,000.00, given by Robert Frazer, LL. D., of Washington, D. C., in memory of his wife, provides annually for a course of lectures in Westhampton College on "Duties and Obligations of Motherhood."

TERM REPORTS

Term reports are sent to parent or guardian at the end of each of the three terms. This includes a record of the student's class and examination standing, together with such other information as may be deemed important. Whenever it may seem desirable more frequent reports are sent. By prompt and judicious attention on the part of those to whom they are addressed, these reports may be made of great value in promoting improvements and sustaining a just discipline.

CLASS STANDING AND EXAMINATIONS

The standing of student in classes and in examinations is indicated as follows: Students making a passing grade in any study are divided into three groups, designated by the letters *A*, *B*, *C*, respectively. The letter *A* opposite a student's name indicates that her work for the term, including examination, has been very good; *B*, that it has been good; *C*, that it has been fair. The letter *D* indicates that her work has been unsatisfactory, and that she is conditioned on the subject for the term. Grade *E* indicates failure.

Besides frequent oral and written tests, there are held in every class three general written examinations at the close of the fall, winter, and spring terms, respectively. All examinations are limited to three hours. Recitations and lectures are suspended during the

examination period. The valuation of examination papers is equitably combined with the average of the student's class standing for the term. If the condition (D) on the work of a term is not removed, the term's work, to be credited, must be taken a second time.

All candidates for College honors of any kind are expected to maintain a passing grade in their classes. This grade is expected of every student who wishes to appear before the public in a representative capacity, as member of or manager of any team, or as representative of any college organization.

Students who fail to make the regular examination, or for any reason do not stand these examinations, have no right to pass to the next higher class in a department. Special examinations may be granted only by a vote of the Faculty.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The candidate for a bachelor's degree is required to attain sixty hours, a hour being the value of one class-hour of work per week through the year. Each class, unless otherwise stated, counts three hours. A laboratory period of two hours is equivalent to one-half of a class hour. Fifteen hours per week are regarded as the standard amount of work, twelve hours the minimum, and eighteen hours the maximum. The sixty hours required are distributed as follows:

I. Courses required of all candidates for the degree:

Latin 1, three hours, taken in the Freshman year.

Mathematics 1, three hours, taken in the Freshman year.

English 1 and 2, six hours, taken in Freshman and Sophomore years.

History 1, three hours, taken in Freshman or Sophomore year.

Chemistry 1, four hours, taken in Freshman or Sophomore year.

Physics I or Biology I, four hours, taken in Sophomore or Junior year.

German 2 or French 2, three hours, taken in Freshman or Sophomore year.

French 1 or German 1, three hours, taken in Sophomore or Junior year.

(This required work makes a total of twenty-nine hours.)

II. The student must, before the end of the Sophomore year, choose two *major subjects* from the following list:

- (1) Twelve hours in Latin.
- (2) Nine hours in Greek.
- (3) Twelve hours in Mathematics.
- (4) Twelve hours in English and six hours in History.
- (5) Twelve hours in History.
- (6) Nine hours in Philosophy.
- (7) Twelve hours in one Science (Physics, Chemistry, or Biology) and four hours in either of the other two.
- (8) Fifteen hours in French and German.

III. The remaining thirteen hours (or fourteen hours for students who take a science major) may be chosen at will, except that only three of these hours may be selected from Freshman courses.

Note.—The number of hours specified in any subject includes the required work in that subject. It will be seen that each major adds to the student's course nine hours net, except a major in science, which adds eight hours above the required work.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

I. Courses required of all candidates for the degree:

Mathematics 1 and 2, six hours, taken in Freshman and Sophomore years.

English 1 and 2, six hours, taken in Freshman and Sophomore years.

Philosophy 1, three hours, taken in Freshman or Sophomore year.

Physics 1, four hours, taken in Freshman, Sophomore or Junior year.

Chemistry 1, four hours, taken in Freshman, Sophomore or Junior year.

Biology 1, four hours, taken in Freshman, Sophomore or Junior year.

French and German, nine hours, taken in the Freshman and Sophomore years.

(This required work makes a total of thirty-six hours.)

II. The student must, before the end of the Sophomore year, choose two *major subjects* from the following list:

(1) Twelve hours in Mathematics.

(2) Twelve hours in Physics.

(3) Twelve hours in Chemistry.

(4) Twelve hours in Biology.

(This completes the sixty hours required for the degree.)

Note.—The number of hours required for a major includes the hours previously specified in that subject.

THE DEGREE OF MASTER OF ARTS (M. A.)

The applicant for the degree of Master of Arts must previously have met all requirements for the Bachelor's degree. In addition to this, she must obtain from the Dean at the beginning of the session, in which she expects to take the M. A. degree, formal approval of her course of study, which shall constitute a full year of work, none of which shall have been offered for the Bachelor's degree. This course must include such advanced classes as may be approved by the Committee on Courses and Degrees. No part of the work offered for the M. A. degree shall be done in absentia.

Each candidate for the Master's degree must submit to the Dean, at least six months before the date at which the degree is to be conferred, a written statement of the general subject of the thesis, accompanied by the written approval of the professor under whom the work is to be pursued. The candidate for the degree must submit to the Dean, not later than May 15th preceding the close of her course of study, a typewritten or printed thesis on some topic within the field of her year's work. This thesis must show an intelligent grasp of subject and the power of original investigation.

The holder of a Bachelor's degree from another institution of learning who enters Richmond College as a candidate for the degree of Master of Arts, must first satisfy the Dean that her previous scholastic work is equivalent in amount and quality to that required for the Bachelor's degree in this institution. She will then be accepted as a candidate for the M. A. degree, on the conditions prescribed for graduates of this college.

All theses must be typewritten on linen paper of good weight and quality, on only one side of the paper. The sheets must be of the standard letter size, 11 x 8½ inches, and there must be a margin of not less than one inch on each side and at the top and bottom of the page. The sheets must be securely riveted in a manila cover, the cover being imprinted as the title page.

The completed thesis, presented for the Master's degree, must be deposited with the Dean not later than May 15th, and must be accompanied by a written statement of approval from the professor under whose direction the work was done. All theses, accepted in partial fulfillment of the requirements for the degree of Master of Arts, shall become the property of the College Library, and shall be kept there for reference uses. A carbon copy shall be presented to the professor who directed the work. A suggested form of title page may be seen on request of the Librarian.

EXPENSES OF COLLEGE YEAR

The charges for a student resident in the College vary from \$325.00 to \$400.00. The variation is caused by size and location of room. All rooms are heated with hot water, lighted by electricity, and equipped with furniture of the same quality. The charges named include matriculation, tuition in all subjects except music, medical attendance by College physician, general services of graduate nurse resident in dormitories, board, rent of furnished room, heat, light, and laundry (one dozen plain pieces weekly). The student's bill is payable half at entrance and half January 5th.

Students who do not reside in the dormitories pay a matriculation fee of \$25.00 and a tuition fee of \$100.00. These fees are payable \$75.00 at entrance and \$50.00 January 5th.

A major scholarship reduces the student's charges by \$100.00. A minor scholarship reduces the charges by \$50.00. Upon request the Dean will furnish list of single and double rooms with charges attached.

FEES IN MUSIC AND SPECIAL CHARGES

Piano, Director	\$80 00
Piano, Associate Teachers	60 00
Voice	70 00
Pianos for practice one hour daily	10 00
Laboratory fee, Chemistry, Biology, Physics, each	5 00
Diploma fee at graduation	5 00

Fees in music are payable half at entrance and half January 5th. Laboratory fees are payable at entrance. The diploma fee is payable thirty days preceding date of graduation.

NOTES

Students are matriculated for a full session. In the event of withdrawal on account of the student's sickness, proportionate deduction will be made in charge for board, but not in other charges nor for other cause.

No diploma is granted until all charges are satisfactorily settled.

When two or more students enter from the same family a discount of five per cent. is allowed on all college charges, but students holding scholarships are not granted further reduction of fees.

ROOMS

Application for room should be made to the Dean of the College. In order to engage a particular room an advance payment of ten dollars is required. This payment will be credited on the college bill, or will be refunded at any time prior to September 1st of the current year if the student wishes to release the room.

FURNITURE

The College supplies students' rooms with bedstead, mattress, pillows, pair of blankets, counterpanes, sheets, and pillow cases, dresser, wardrobe closet, chairs and rug. Each student furnishes her own towels, soap, napkins and napkin ring. Lavatories with individual wash-bowls and bubble drinking fountains are convenient to every room.

Trunks and other baggage should be plainly marked with name of owner.

SCHOLARSHIPS

The Trustees hold invested funds the income of which is used to pay the tuition of worthy students who are not financially able to pay all college charges. A major scholarship pays the full tuition charge of \$100. A minor scholarship pays \$50 on tuition. The gift of \$2,000 founds a major scholarship, and such gifts are earnestly desired.

A Scholarship founded by Mrs. Sarah B. Kidd.

A Scholarship founded by Mrs. C. D. Goodwin, of Orange County.

A Scholarship founded by the Pine Street Baptist Church of Richmond.

A Scholarship founded by his wife in honor of Judge Robert H. Beale, of Westmoreland County.

A Special Scholarship founded by Mr. J. J. Montague, of Richmond, to be used at the option of the donor either in Richmond College or in the Richmond Academy.

The William Thomas Hudgins Scholarship, founded by Mr. T. Archibald Cary, of Richmond.

The Susan E. Starke Scholarship, founded by Mr. E. D. Starke, of Richmond, in honor of his deceased wife.

A Scholarship of \$1,000, founded by a lady who prefers to be known as "A Friend of Christian Education."

During 1910 the scholarships named below were completed and are now available for use. In most cases the nomination to the benefits is in the hands of the donor during his lifetime:

The Frances Ann Leiper Crouch Scholarship, founded by Dr. R. G. Crouch in honor of his wife.

The **Luther Wright George Scholarship**, founded by Mr. H. H. George, Jr. in memory of his son, who, at the time of his lamented death by accident, was a student in Richmond College.

The **Eva Baker Gwathmey Scholarship**, founded by Mr. Basil M. Gwathmey, of Richmond.

The **Robert Eugene Lockett Scholarship**, founded by his parents, Capt. E. F. and Mrs. Lucy Lockett, of Crewe, Va., to honor the memory of their son, a former student of Richmond College.

A **Scholarship** established by Mrs. Mary E. Winch and Mrs. Kate R. Winch, of Richmond.

A **Scholarship** established by Mr. W. E. Harris, of Richmond.

A **Scholarship** established by Mr. P. A. Fore, of Richmond.

A **Scholarship** established by Mr. and Mrs. E. T. Ivey, of Newport News, Va.

A **Special Scholarship** founded by Mr. R. L. Barnes, of Richmond.

A **Scholarship** founded by Mrs. Martha P. Taylor, of Newport News, Va.

A **Scholarship** founded by Mr. Skye V. Straley, of Princeton, W. Va.

A **Scholarship** founded by Mr. John P. Branch, of Richmond, for the benefit of a student to be appointed by the stewards of Centenary Methodist Episcopal Church, Richmond, Va.

The **John P. Branch Scholarship**, founded by Mr. M. C. Branch, of Richmond.

The **E. Carrington Cabell Scholarship**, founded by Mr. H. L. Cabell, of Richmond, in honor of his brother a distinguished alumnus of Richmond College.

The **William F. Harwood Scholarship** founded by Col. John S. Harwood and Mr. R. H. Harwood, in honor of their father.

The **Alonzo L. Phillips Scholarship**, \$1,000, founded by the gentleman whose name it bears.

In 1911 the following scholarships and other aid funds were established :

The **Sarah Jane Bagby Scholarship**, founded by her son, Mr. Chas. T. Bagby, of Baltimore, Md.

The **Appomattox Association Scholarship**, established by the churches of the Appomattox Association.

The **Simon Seward Scholarship**, given by the gentleman whose name it bears.

The **J. R. Paschall Scholarship**, established by the gentleman whose name it bears.

The **Mrs. E. A. Colston Scholarship**, founded by her husband, and for the benefit of a woman student.

The **William Fayette Fox Scholarship**, established by the students and teachers of the Richmond Public Schools in honor of their beloved Superintendent.

The **Milton Cayce Scholarship**, founded by Mrs. Lelia G. Hutcheson in honor of her father.

The **Raleigh C. Forbes Fellowship Fund** of \$3,000, established by Mr. and Mrs. W. S. Forbes, of Richmond, Va., in memory of their son.

In 1912 the following scholarships were completed and are now available :

The **Sarah B. Watson Scholarship Fund** of \$2,500, founded by George B. West, of Newport News.

The **Emma Lewis Bowe Memorial Scholarship** of \$1,000, founded by her father and mother, Mr. and Mrs. N. W. Bowe.

The **Jessie Gresham Pollard Scholarship** of \$1,000, founded in honor of their mother by H. R. Pollard, Jr., and James J. Pollard.

The **H. C. Taylor Endowment Scholarship** of \$1,000, founded by H. C. Taylor, of Black Ridge, Va.

The **Henry Jones Memorial Scholarship**, founded by his daughters, Mrs. Livius Lankford, of Norfolk, Va., and Mrs. W. C. Taylor, of Clarksburg, W. Va.

A **Scholarship** founded by the "Junior Aid Society," of Freemason Street Baptist Church, of Norfolk, Va.

In 1913 the following scholarships were established:

A **Scholarship**, founded by Miss Grace Arents, Richmond, Va.

A **Scholarship**, founded by R. S. Barbour, South Boston, Va.

A **Scholarship**, founded by Frank B. Bell, Machipongo, Va.

A **Scholarship**, founded by Charles J. Billups, Richmond, Va., in memory of his father, L. W. Billups.

"**The Sallie G. Bundy Memorial Scholarship**," founded by J. G. Bundy, Tazewell, Va.

A **Scholarship**, founded by Bethel Church, Accomac Association.

A **Scholarship**, founded by Mrs. Mattie E. Boshier, Richmond, Va.

"**The Mildred Bugg Scholarship**," founded by her father and mother, Mr. and Mrs. B. L. Bugg, of Atlanta, Ga.

A **Scholarship**, founded by R. J. Camp, Franklin, Va.

The **J. L. Camp Scholarship**, founded by J. L. Camp, Franklin, Va.

The **"Mrs. Carrie S. Camp Scholarship,"** founded by J. L. Camp, Franklin, Va.

The **"P. D. Camp Scholarship,"** founded by P. D. Camp, Franklin, Va.

The **Mrs. P. D. Camp Scholarship**, founded by P. D. Camp, Franklin, Va.

"The J. C. Carpenter Memorial Scholarship," founded by Mrs. J. C. Carpenter, Clifton Forge, Va.

Two **Scholarships**, founded by J. D. Carneal, Richmond, Va.

A **Scholarship**, founded by Chatham Church, Roanoke Association.

"The D. O. Davis Memorial Scholarship Fund of \$5,000," founded by his daughter, Miss Elizabeth Belle Davis, Richmond, Va.

"The E. M. Foster Scholarship," founded by his wife, Mrs. J. Annie Foster, Richmond, Va.

A **Scholarship**, founded by Dr. Robert Frazer, Lahore, Va.

A **Scholarship**, founded by John T. Griffin, Churchland, Va.

"The Miss Hardinia M. Gwathmey Scholarship," by O. O. Gwathmey and Beulah Church, Hermon Association.

"The Clarence Gresham Memorial Scholarship," founded by Thomas Gresham, Richmond, Va.

A **Scholarship**, founded by E. A. Hartley, Petersburg, Va.

A **Scholarship**, founded by J. T. Jennings, Lynchburg, Va.

A **Scholarship**, founded by W. A. Julian, Cincinnati, O.

"The Charles S. Jurgens Memorial Scholarship," founded by J. F. B. Jurgens, Richmond, Va.

"The **Reps Jones Scholarship**" founded by Reps Jones, Lawrenceville, Va.

A **Scholarship**, founded by Thomas F. Jeffress, Richmond, Va.

A **Scholarship**, founded by Egbert G. Leigh, Richmond, Va., in memory of his brother, Junius E. Leigh.

A **Scholarship**, founded by Liberty Church, Appomattox Association.

A **Scholarship**, founded by Mill Swamp Church, Blackwater Association.

A **Scholarship**, founded by Warner Moore, Richmond, Va., in memory of his daughter, Marie Jane Moore.

"The **Rev. William Laws Memorial Scholarship**," founded by W. H. Matthews, Assowoman, Va.

A **Scholarship**, founded by Thomas L. Moore, Richmond, Va., in memory of Dorothy A. Moore.

A **Scholarship in honor of Dr. J. C. Hiden**, contributed by Monroe Baptist Church and L. H. Jenkins, Richmond, Va.

A **Scholarship**, established by an Alumnus of the Class of 1871.

A **Scholarship in Memory of Mrs. Mary Jordan Miller**, founded by John B. Miller, Sperryville, Va., and Robert E. Miller, Woodville, Va.

"The **John E. Nottingham Scholarship**," founded by John E. Nottingham, Franktown, Va.

A **Scholarship**, founded by the News-Leader of Richmond, Va.

A **Scholarship**, founded by A. W. Patterson, Richmond, Va., as a memorial to his daughter, Florence Dillard Patterson.

A **Scholarship**, founded by Red Bank Church, Accomac Association.

A **Scholarship**, founded by R. N. Stephens and E. A. Easley, Quinque, Va.

A **Scholarship**, founded by H. C. Stuart, Elk Garden, Va.

"The **Hiram M. Smith Scholarship**," founded by H. M. Smith, Jr., Richmond, Va.

A **Scholarship**, founded by Smithfield Church, Blackwater Association.

A **Scholarship**, founded by South Boston Church, Dan River Association.

A **Scholarship**, founded by Mrs. Annie G. Traylor, Richmond, Va.

"The **Benjamin Cornelius Watkins Scholarship**," founded by C. T. Watkins, Richmond, Va.

A **Scholarship Fund** of \$5,000, founded by George B. West, of Newport News, Va., in memory of his parents, Parker and Mary West.

A **Scholarship**, founded by John T. Wilson, Richmond, Va.

A **Scholarship**, founded by John W. Wood, Linden, Va.

A **Scholarship**, founded by John L. Williams and Son, Richmond, Va.

A **Scholarship**, founded by H. S. Wallerstein, Richmond, Va.

A **Memorial Scholarship**, founded by H. W. Straley, of Princeton, W. Va., in honor of his mother, Mrs. Delilah Straley.

In 1914 the following scholarships were established :

A **Scholarship** founded by Zion Church, of the Accomac Association.

The **Mary Baxter Downer Scholarship**, founded by Mr. R. L. Downer, of Daniel, Va., in honor of his mother.

The **Henry Marion Allport Scholarship**, founded by Mr. and Mrs. H. M. Allport, of Richmond.

The **M. L. Straus Scholarship**, founded by Mr. Charles Straus, of Richmond, in honor of his father, M. L. Straus, and of his son, Malcolm Lee Straus, who died while a student of Richmond College, April 1, 1914.

A **Scholarship**, founded by Mr. J. G. Corley, of Richmond.

Hon. J. L. M. Curry transferred to the College his copyright interest in two books, "William Ewart Gladstone" and "Southern States of American Union," the same to be held and the income used for scholarship purposes.

The **J. T. Puckett Memorial Scholarship**, founded by Mr. J. T. Puckett, of Elk Garden, Va.

The **B. C. Goodwin Scholarship**, established by Clifton Forge Baptist Church and Mr. B. C. Goodwin, of Clifton Forge.

A **Scholarship** established by Mr. L. M. Creath and the High Hills Baptist Church, of Sussex County.

A **Memorial Scholarship** established by Mrs. Bowles-White, of Fluvanna County.

A **Memorial Scholarship** established by Mrs. Alice Starke Hotchkiss and Miss Elizabeth Hotchkiss, in memory of Miss Alice Hotchkiss.

REGULATIONS CONCERNING USE BY DONORS OF SCHOLARSHIPS IN WESTHAMPTON COLLEGE

Scholarships established in Westhampton College during the campaign for the Women's College and Endowment Fund shall be used under the following regulations:

1. A scholarship becomes available for use when not less than two thousand dollars has been paid into the College treasury.
2. Scholarships established since January 1, 1908, are open to either male or female students, unless the donor specifies a sex limitation.
3. A scholarship pays the annual tuition of the holder. This fee is at present one hundred dollars, which is therefore the present annual value of a scholarship.
4. Recipients of scholarships must meet the usual entrance requirements that are demanded of students who pay tuition.
5. Donors of scholarships who wish to nominate students to receive the benefit of their scholarships are informed that it is a rule of the College to make its appointments for one year at a time, and then repeat the appointment as often as may be needful and desirable.
6. Donors of scholarships are requested to nominate beneficiaries by July 1st preceding the opening of the session when the scholarship is to be used, and to notify the President of the College of the nomination. If the donor has reported no nomination by September 1st, the College will appoint a beneficiary for the current session.
7. It is sometimes desirable to divide a scholarship and to appoint two persons to enjoy the benefits of a half-scholarship each. In such case the holder of a half-scholarship pays half of the one hundred dollar tuition fee, or \$25 for each half session.

8. Reports of students' class and examination standing are mailed at regular intervals to parents or guardians, and a transcript of a beneficiary's report will be mailed to the donor of a scholarship, provided request is made at the President's office.

GENERAL ADMINISTRATION OF AID FUNDS

The committee in charge has general instructions, in making its award of all Aid Funds, to give the preference:

I. To applicants already at College, who have maintained a good standing, both in character and study.

II. To other fully prepared applicants who shall present satisfactory testimonials from the school last attended, or from other persons who have had opportunity to judge, certifying to their health, attainments, habits of study and moral character.

III. To those of either class who give reasonable assurance that they will complete a course of study leading to one of the degrees of the College.

The recipients of aid are expected to prove, as students, not only above censure in all respects, but actively helpful to the College by example and by earnest work.

LIST OF STUDENTS

SESSION 1915-'16

(The Year Given is the Time of Entrance)

- ANDERSON, KATHARINE (1914)Charleston, S. C.
From Memminger High School, Charleston, S. C.
- BLAIR, SUSIE NICHOLAS (1914)Scottsville, Va.
From Scottsville High School, Scottsville, Va.
- BLAND, KATHLEEN (1912)West Point, Va.
From West Point High School, West Point, Va.
- BOSTON, FLORENCE FRAZER (1914)Warrenton, Va.
From State Normal School, Farmville, Va.
- BROCKENBROUGH, ELIZABETH BLAND (1914)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- BROWN, JULIETTE FAUNT LE ROY (1915)Novum, Va.
From West Point High School, West Point, Va.
- BUNDICK, VIRGINIA DELL (1915)Culpeper, Va.
From Bridgewater College, Bridgewater, Va.
- CAMP, ELIZABETH FOUNTAIN (1914)Franklin, Va.
From Franklin High School, Franklin, Va.
- CARDEN, STELLA LUCILE (1914)Covington, Va.
From University of West Virginia.
- CHAPPELL, MARTHA HANNAH (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- CHRISTIAN, EDYTH GORDON (1915)Richmond, Va.
From Woman's College, Richmond, Va.
- CLAY, MARY FRANCES (1914)Selma, Ala.
From Alabama Girls' Technical School, Montevallo, Ala.
- COLONNA, AUDREY BLACKSTONE (1915)Tasley, Va.
From Accomac High School, Accomac, Va.
- COOK, ALICE LOUISE (1914)Richmond, Va.
From Newport News High School, Newport News, Va.

- COPENHAVER, ELEANOR (1914)Marion, Va.
From Marion College, Marion, Va.
- CUCKLER, DICIE ENITA (1916)Athens, O.
From Randolph-Macon Woman's College.
- CUCKLER, KATHRYN EUNICE (1916)Athens, O.
From Randolph-Macon Woman's College.
- DAVIS, KATIE MAY (1914)Richmond, Va.
From Highland Park High School, Richmond, Va.
- DECKER, ELEANOR MARSHALL (1914)Lahore, Va.
From Roanoke Institute, Danville, Va.
- DECKER, MARY GRESHAM (1914)Lahore, Va.
From Roanoke Institute, Danville, Va.
- DICKS, BESSIE (1915)Rio Vista, Va.
From John Marshall High School, Richmond, Va.
- DIETZ, FRIEDA MEREDITH (1913)Richmond, Va.
From John Marshall High School, Richmond, Va.
- EDMONDS, MAY EMERY (1914)Accomac, Va.
From Accomac High School, Accomac, Va.
- ELLIOTT, RUTH ELIZABETH (1913)South Boston, Va.
From South Boston High School, South Boston, Va.
- ELLYSON, ELIZABETH WALKER (1915)Richmond, Va.
From Randolph-Macon Woman's College.
- EVANS, LOUISE (1915)Clio, S. C.
From Clio High School, Clio, S. C.
- FAULKNER, ALICE MATCHETT (1914)Drewry's Bluff, Va.
From Chester Agricultural High School, Chester, Va.
- FEILD, ISABELLE MOSS (1915)Stony Creek, Va.
From Jarratt High School, Jarratt, Va.
- GAINES, ELIZABETH PENDLETON (1914)Richmond College, Va.
From Woman's College, Richmond, Va.
- GARDNER, EMILY (1914)Franklin, Va.
From Franklin High School, Franklin, Va.
- GARST, LULA WOODS (1914)Suisum, Cal.
From Salem High School, Salem, Va.
- GARY, DOROTHY PAGE (1914)Newport News, Va.
From Newport News High School, Newport News, Va.

- GAY, VIRGINIA LEE (1915)South Richmond, Va.
From John Marshall High School, Richmond, Va.
- GLASSELL, FRANCES DOWNING (1914)Bowling Green, Va.
From Lee Maury High School, Bowling Green, Va.
- GWALTNEY, OLIVIA JOHNSON (1913)Smithfield, Va.
From Smithfield High School, Smithfield, Va.
- HANCOCK, HELEN HAMILTON (1915)South Richmond, Va.
From Woman's College, Richmond, Va.
- HARRIS, ANNE RUTH (1913)Richmond, Va.
From John Marshall High School, Richmond, Va.
- HENDERSON, MABEL RUTH (1914)Council, Va.
From Roanoke Institute, Danville, Va.
- *HENING, WAVE RANDOLPH (1915)Elizabeth City, N. C.
From Virginia Intermont College, Bristol, Va.
- HOLLAND, SALLIE WILLS (1912)Wilmington, Va.
From Palmyra Normal High School, Palmyra, Va.
- HOLLEMAN, GLADYS HORTENSE (1913)Smithfield, Va.
From Smithfield High School, Smithfield, Va.
- HUDGINS, CATHERINE ELLEN (1915)Maidens, Va.
From Columbia High School, Columbia, Va.
- HUDGINS, MARY LUCILE (1915)Maidens, Va.
From Columbia High School, Columbia, Va.
- HUTCHISON, ELIZABETH DOUGAL (1912)Richmond, Va.
From University of Alabama.
- HUTCHISON, MARGARET REED (1915)Richmond, Va.
From Highland Park High School, Richmond, Va.
- JAMES, MARGARET ESTELLE (1913)Richmond, Va.
From Woman's College, Richmond, Va.
- JENKINS, MARY ESTHER (1915)Crewe, Va.
From Crewe High School, Crewe, Va.
- JOHNSON, LUCY MILLER (1915)Sperryville, Va.
From Maury High School, Norfolk, Va.
- JONES, ANNE VIRGINIA (1915)Carysbrook, Va.
From Carysbrook High School, Carysbrook, Va.
- KARNES, VIRGINIA KATHLEEN (1915)Covington, Va.
From Covington High School, Covington, Va.

* Died, February 16, 1916.

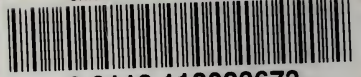
- KEMPER, LAURA ESTELLE (1914)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- LETT, MARY GRAHAM (1914)Newport News, Va.
From Newport News High School, Newport News, Va.
- LEWIS, KITTY JEANNETTE (1915)Walnut Point, Va.
From Kinsale High School, Kinsale, Va.
- LEWIS, SARAH MILDRED (1915)Walnut Point, Va.
From Eastern High School, Baltimore, Md.
- LORRAINE, VIRGINIA LYTLE (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- LOVE, ELIZABETH SPEED (1914)Richmond, Va.
From Dallas High School, Dallas, Texas.
- LOVE, KATHARINE STITH (1914)Richmond, Va.
From Baylor University, Waco, Texas.
- LOVING, HYLDAAH LOUISE (1915)Stearnes, Va.
From Columbia High School, Columbia, Va.
- McCARTHY, DEBORAH ANTHONY (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- McCARTHY, ELEANOR BARBOUR (1914)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- MacLEAN, ELIZABETH PRICE (1915)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- MATTHEWS, EDNA EARL (1915)Altavista, Va.
From Altavista High School, Altavista, Va.
- MILLER, ELVIRA MARGARET (1915)Jarratt, Va.
From Jarratt High School, Jarratt, Va.
- MONCURE, ELIZABETH ASHBY (1914)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- MONSELL, HELEN A. (1912)Richmond, Va.
From John Marshall High School, Richmond, Va.
- MORRIS, MARY ELIZABETH (1915)Wakefield, Va.
From Wakefield High School, Wakefield, Va.
- NEBLETT, EDITH LOUISE (1914)Waverly, Va.
From Waverly High School, Waverly, Va.
- NEWMAN, DOROTHY AGNES (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.

- NOLTING, MARGARET (1916)Richmond, Va.
From Springside School, Germantown, Philadelphia, Pa.
- NOTTINGHAM, CATHERINE BROWN (1915)Franktown, Va.
From Franktown-Nassawadox High School, Franktown, Va.
- OVERTON, EMILY AILEEN (1914)Bowling Green, Va.
From Lee-Maury High School, Bowling Green, Va.
- PHILLIPS, JENNIE (1915)Wallace, Va.
From Virginia Intermont College, Bristol, Va.
- PHIPPS, NELLIE (1914)Clintwood, Va.
From Clintwood High School, Clintwood, Va.
- PORTER, MARY RENO (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- PUCKETT, LULA JONES (1915)Blackford, Va.
From Virginia Intermont College, Bristol, Va.
- PUCKETT, RUTH GAINES (1915)Blackford, Va.
From Virginia Intermont College, Bristol, Va.
- RANSONE, LILLIAN LENORE (1914)Hampton, Va.
From Hampton High School, Hampton, Va.
- REAMS, LOUISE AGNES (1909)Ivor, Va.
From Cheriton High School, Cheriton, Va.
- ROBERTS, JESSIE CAROLINE (1915)Columbus, Ga.
From Columbus Seminary, Columbus, Ga.
- ROBERTSON, ELEANOR MARTIN (1915)Louisville, Ky.
From Kentucky Home School for Girls, Louisville, Ky.
- ROBERTSON, LILLIAN AUGUSTA (1915)Wakefield, Va.
From Wakefield High School, Wakefield, Va.
- ROBINS, LELIA GARTHRIGHT (1915)Elko, Va.
From Highland Springs High School, Highland Springs, Va.
- ROGERS, LOIS VIRGINIA (1914)Onancock, Va.
From Onancock High School, Onancock, Va.
- RUFFIN, MARY DENMEAD (1914)Richmond, Va.
From Chatham Episcopal Institute, Chatham, Va.
- RYLAND, LUCILE ISABEL (1914)Urbanna, Va.
From State Normal School, Fredericksburg, Va.
- SANFORD, ESTHER LOUISE (1915)City Point, Va.
From Reedville, High School, Reedville, Va.

- SATTERWHITE, SARA IRENE (1915)Beaver Dam, Va.
From Beaver Dam High School, Beaver Dam, Va.
- SELLERS, HATTYE GRAY,Clio, Ala.
From Methodist Training School, Nashville, Tenn.
- SEMMES, MARGARET BROCKENBROUGH (1915)...Richmond, Va.
From Virginia Randolph Ellett School, Richmond, Va.
- SHIPMAN, FRANCES LILLARD (1915)Meridian, Miss.
From Meridian High School, Meridian, Miss.
- SMITH, FLORENCE EMILINE (1913)Norfolk, Va.
From Birmingham High School, Birmingham, Ala.
- SNELLING, VERA TEMPLE (1915)Richmond, Va.
From State Normal School, Farmville, Va.
- STITH, ELIZABETH NAOMI (1915)Richmond, Va.
From John Marshall High School, Richmond, Va.
- STOCKTON, OLGA VIRGINIA (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- STONEMAN, MARIAN PURVIS (1914)Island, Va.
From Columbia High School, Columbia, Va.
- SYDNOR, EDITH GARLAND (1915)Richmond, Va.
From John Marshall High School, Richmond, Va.
- SYDNOR, NANNIE AUSTIN (1913)Richmond, Va.
From John Marshall High School, Richmond, Va.
- TICHENOR, HESTER McDANIEL (1915)Monroe, Ga.
From Monroe High School, Monroe, Ga.
- TOMPKINS, ELIZABETH NELSON (1915)Richmond, Va.
From Virginia Randolph Ellett School, Richmond, Va.
- TOMPKINS, MARY FRANCES (1914)Fredericksburg, Va.
From Fredericksburg High School, Fredericksburg, Va.
- TRUITT, VIRGINIA LAWS (1915)Portsmouth, Va.
From Portsmouth High School, Portsmouth, Va.
- WADDILL, ELIZABETH ROPER (1914)Danville, Va.
From Danville, High School, Danville, Va.
- WALLERSTEIN, MARGARET (1914)Richmond, Va.
From John Marshall High School, Richmond, Va.
- WALTON, ELMINA ADELAIDE (1915)Columbia, Va.
From Columbia High School, Columbia, Va.

- WALTON, CORA LOUISE (1915)Columbia, Va.
From Columbia High School, Columbia, Va.
- WALTON, MAUD EILENE (1915)Newton, Miss.
From Virginia Intermont College, Bristol, Va.
- WATKINS, ALICE FRANKLIN (1915)Richmond, Va.
From Miss Morris's School, Richmond, Va.
- WATKINS, KATHLEEN KEENEY (1915)Troutville, Va.
From Hollins College, Hollins, Va.
- WEAVER, MARY OLIVIA (1914)Newport News, Va.
From Newport News High School, Newport News, Va.
- WILLIS, CATESBY WOODFORD (1914)Fredericksburg, Va.
From Fredericksburg College, Fredericksburg, Va.
- WOODFIN, MAUDE HOWLETT (1914)Ashland, Va.
From Woman's College, Richmond, Va.
- WOODSON, FRANCES ERAMBERT (1915)Bon Air, Va.
From John Marshall High School, Richmond, Va.
- WOODWARD, NORMA OVERTON (1911)Richmond, Va.
From Virginia Randolph Ellett School, Richmond, Va.
- WYATT, JANET TYREE (1915)Richmond, Va.
From John Marshall High School, Richmond, Va.

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